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The Reading of Superior Students

A Report
on the Literature Examination (1955) of the
School and College Study of Admission
With Advanced Standing

By ALBERT B. FRIEDMAN and R. S. PETERSON

In May, 1954, an experimental examination in literature was administered by the School and College Study of Admission with Advanced Standing to 198 of the better students in eleven selected secondary schools and to a test-norm group of 132 college freshmen. The School and College Study, which is financed by the Fund for the Advancement of Education, has as its main purpose the establishment of honor programs and enriched courses at the secondary school level, courses designed to stimulate the abler student to exert his full intellectual powers. Standards are eventually to be determined by which cooperating colleges will grant advanced credit to the students who pass an examination—there will be one for each of several subjects—set annually by the College Entrance Examination Board, which has now taken over the project.

The very broad scope of the reading of today's best high school students is revealed in this article. You may find it interesting to have your own top seniors write on the two questions taken from the examination, and you may also want to compile a list of books read by these students in the past couple of years. If enough of you do so, and send the results to the editor, another article may be prepared with particular reference to Illinois schools.

Mr. Friedman is Assistant Professor of English at Harvard University, and Mr. Peterson is Head of the English Department of New Trier Township High School in Winnetka, Illinois.

During the marking of this first examination in 1954, an informal list was kept of the works mentioned by the students in answering one of the two essay questions, which allowed the students their own choice of illustrative material—plays, novels or long poems from American, English and foreign literature. This list, along with a few introductory and analytical remarks, was belatedly published in the *English Journal* for December, 1955. It was offered there as an interesting sample of the *active* literary culture of American high school or preparatory school seniors and college freshmen.

When it came to marking the 1955 examination, the readers were all agreed that the list made the previous year was valuable enough to warrant taking the time and trouble to assemble similar data in a more systematic fashion. The authors worked out a scheme for noting down and checking the titles cited by the examinees, and, with the generous assistance of their colleagues, gathered rather extensive data, from which was compiled the list given in the following pages. The 1955 composite list is superior to the 1954 one if for no other reason than that it is based on more complete and "purer" data. It is superior for other reasons as well. For one thing, the papers in 1955 were the work of secondary school seniors exclusively; the college freshman norm group was no longer needed. Then too, the works mentioned in both essay questions were recorded. But perhaps the most important difference was that each of the 1955 questions required the student to list and write briefly about five works before he proceeded to the essay, in which he was to discuss at length three of the five works he had just listed. The titles were thus easily extractable from the papers, and the readers were not obliged to decide arbitrarily from what works came the characters or episodes to which the student only casually referred.

A few names and figures may help to make our results more meaningful. The 1955 literature examination was taken by 315 students from 25 different schools. To name all the participating schools is perhaps unnecessary, but even a curtailed muster will show how wide a geographical spread was achieved and how many types of secondary schools were represented. Among the schools sending papers were the Phillips Academies at Andover (Mass.) and Exeter (N.H.), Gilman (Baltimore), Loomis and Lawrenceville, the Bronx High School of Science, Central High School in Philadelphia, and public high schools in Dayton, Cincinnati, Brooklyn, Indianapolis, and Evanston, country day schools like Fieldston and Horace Mann in New York City and the St.

Louis Country Day School, Culver Military Academy, the Friends School in Wilmington, and the Baylor School in Chattanooga.

If all 315 students had dutifully cited ten plays, novels or long poems (five for each of the two questions), we would be dealing with 3150 items. Actually the number (3055) was somewhat short of this amount because those who gave extra measure did not quite compensate for the defaulters. Theoretically these 3055 items could mean as many different titles, but of course the incidence of duplication ruled out any such optimum. One of the most surprising and encouraging results of our analysis, however, was the discovery that among 3055 responses were 611 different titles—one title for every five responses!

We propose in this paper to give a composite list of the titles mentioned and their incidence. In the absence of a national syllabus, this compilation may serve as an index to what the brighter students at the top secondary level have read and assimilated. We hope that the list will also suggest to teachers worthwhile pieces of literature with which to augment their required or recommended reading programs. Though incidental to the composite list, the authors so arranged their data that the titles mentioned by students from the same school were kept together, and a record was also made of what question elicited a given title. This part of our study yielded some fascinating results that will be dealt with later.

Before offering the composite list, it might be a good idea to reproduce the two essay questions from the examination booklet. They were the second and third (final) parts; the first part called for the detailed analysis and appreciation of a set short poem.

EXAMINATION QUESTIONS

II

Write on ONE of the following subjects.

1. Irony is a way of, or an effect of, contrasting appearance and reality, expectation and the actual outcome. Verbal irony speaks praise but intends blame; speaks blame but intends praise. Dramatic irony occurs when a character's words or actions show him to be ignorant of what audience—or readers—know to be true. It is ironic when a character, in hope of averting disaster, acts in a way that, "ironically," invites it. Irony may appear briefly or it may form the very structure of a work of art.
A. List the authors and titles of at least *five* works, of any literary type (poetry, prose fiction, drama), that seem to

- you to contain distinguished examples of irony. In not more than two sentences for each one, say how it is distinguished.
- B. In a specifically detailed essay, discuss the role of irony in any *two* of the works you have named.
2. In certain works of literature an inanimate object—a house, a ship, an article of clothing—acquires by repeated mention a special importance not just in advancing the plot but in directing the reader's attention to the central idea of the work.
- A. List at least *five* such symbolic objects (including one from a play, one from a poem, and one from fiction), together with the titles and authors of the works in which they appear. In not more than two sentences for each object, say what is its special importance in the work in which it appears.
- B. In a specifically detailed essay, demonstrate the ways in which *three* of the objects listed acquire their symbolic meaning.

III

(1 hour)

Write on ONE of the following subjects.

1. The relations of child and parent, husband and wife, or of other members of the same family are the common substance of drama and fiction. The most effective of such works excite interest not only because of the complicated consequences of such relationships, but because in those works the family becomes representative of larger human motives and situations.
- A. List the authors and titles of at least *five* works, of any literary type, of which family interrelationship is a major element. In a sentence or two for each one, describe the relationship.
- B. In a specifically detailed essay, consider how or whether in any *two* of the works you have named, the family becomes representative of a larger society.
2. Many works of literature suggest that the role a man chooses to play in society often depends upon his maintenance of an illusion about himself, upon his being ignorant of what he really is. Destruction of the illusion frequently results in destruction of the man.
- A. List the titles and authors of at least *five* works in which such characters appear. Name the characters, and in a sentence or two for each one describe the illusion he is under.

- B. Write a specifically detailed essay about *two* of the characters you have named. Explain how their social role is dependent on illusion, explain the progress of the illusion, and if the texts warrant it, show how the illusion is destroyed and what are the effects of the destruction.

Composite List of Works Mentioned

(p—poetry; n—novel; d—drama; ss—short story; b—biography;
nf—non-fiction; sc—scenario)

BIBLE

General	1
<i>Genesis</i>	2
<i>Book of Job</i>	1
<i>Book of Ruth</i>	1

WORLD CLASSICS

Cervantes	<i>Don Quixote</i>	6
Dante	<i>Divine Comedy</i>	2
Goethe	<i>Faust</i>	3
Homer	<i>Iliad</i>	3
	<i>Odyssey</i>	12
Plato	<i>Apology</i>	1
	<i>Republic</i>	1
	<i>Ramayana</i>	1
Virgil	<i>Aeneid</i>	4

AMERICAN CLASSICS—FICTION

Crane	<i>Red Badge of Courage</i>	n	8
	"Episode of War"	ss	1
	"Open Boat"	ss	1
Hawthorne	"Ambitious Guest"	ss	1
	<i>House of Seven Gables</i>	n	5
	<i>Scarlet Letter</i>	n	60
Howells	<i>Rise of Silas Lapham</i>	n	20
James	<i>American</i>	n	2
	<i>Daisy Miller</i>	n	1
	<i>Portrait of a Lady</i>	n	14
	"Turn of the Screw"	ss	3
	<i>Wings of the Dove</i>	n	2
Melville	<i>Billy Budd</i>	n	6
	<i>Moby Dick</i>	n	42
	<i>Redburn</i>	n	1
O. Henry	"Cop and the Anthem"	ss	1
	"Gift of the Magi"	ss	4
	"Furnished Room"	ss	1
	"Third Ingredient"	ss	1

Poe	"Fall of the House of Usher"	ss	1
	"Telltale Heart"	ss	1
Rolvaag	<i>Giants in the Earth</i>	n	19
Tarkington	<i>Turmoil</i>	n	2
Twain	<i>Huckleberry Finn</i>	n	6
Wharton	<i>Age of Innocence</i>	n	2
	<i>Ethan Frome</i>	n	56

AMERICAN FICTION—MISCELLANEOUS

Anderson, S.	"I'm a Fool"	ss	3
	<i>Winesburg, Ohio</i>	n	1
Asch	<i>East River</i>	n	1
Austin	"Infernal Machine"	ss	1
Bellaman	<i>King's Row</i>	n	1
Benet, S. V.	"O'Halloran's Luck"	ss	1
Bierce	"An Occurrence at Owl Creek Bridge"	ss	1
Broun	"Fifty-first Dragon"	ss	1
Buck	<i>Dragon Seed</i>	n	1
	<i>Good Earth</i>	n	7
	<i>Hidden Flower</i>	n	1
	<i>Portrait of a Marriage</i>	n	1
Cannon	<i>Look to the Mountain</i>	n	1
Cather	<i>Lost Lady</i>	n	2
	<i>My Antonia</i>	n	1
Clark	<i>Track of the Cat</i>	n	1
Cox	<i>Uninvited Guest</i>	n	1
Cummings	<i>Enormous Room</i>	n	1
Douglas	<i>Robe</i>	n	1
Dreiser	<i>American Tragedy</i>	n	1
	<i>Sister Carrie</i>	n	3
Ehrlich	<i>Big Eve</i>	n	1
Farrell	<i>Studs Lonigan</i>	n	4
	<i>Tommy Gallagher's Crusade</i>	n	1
Faulkner	<i>Absalom, Absalom</i>	n	1
	<i>As I Lay Dying</i>	n	2
	"Bear"	ss	4
	<i>Light in August</i>	n	2
	<i>Requiem for a Nun</i>	n	2
	<i>Sartoris</i>	n	1
	<i>Sound and the Fury</i>	n	3
	"Spotted Horses"	ss	4
Ferber	<i>Great Son</i>	n	1
	<i>So Big</i>	n	2
Fitzgerald	"Baby Party"	ss	1
	<i>Beautiful and the Damned</i>	n	1
	"Cut-Glass Bowl"	ss	1
	<i>Great Gatsby</i>	n	14

	"Ice Palace"	ss	1
	<i>This Side of Paradise</i>	n	4
Glasgow	<i>Vein of Iron</i>	n	4
Hemingway	<i>Farewell to Arms</i>	n	14
	"Fifty Grand"	ss	1
	<i>For Whom the Bell Tolls</i>	n	2
	"In Another Country"	ss	1
	"Killers"	ss	1
	<i>Old Man and the Sea</i>	n	10
	"Short Happy Life of Francis Macomber"	ss	3
	<i>Sun Also Rises</i>	n	2
Hergesheimer	<i>Java Head</i>	n	1
Hersey	<i>Bell for Adano</i>	n	1
	<i>Wall</i>	n	1
Heyward	<i>Porgy</i>	n	1
Jennings	<i>Shadow and Glory</i>	n	1
Lardner	"Haircut"	ss	2
Lea	<i>Brave Bulls</i>	n	1
Lewis	<i>Arrowsmith</i>	n	6
	<i>Babbitt</i>	n	19
	<i>Cass Timberlane</i>	n	1
	<i>Dodsworth</i>	n	5
	<i>Kingsblood Royal</i>	n	5
	<i>Main Street</i>	n	3
	"Young Man Axelbrod"	ss	1
Lytle	"Jericho, Jericho, Jericho"	ss	1
Marquand	<i>H. M. Pulham, Esq.</i>	n	1
	<i>Late George Apley</i>	n	5
	<i>Point of No Return</i>	n	5
	<i>Sincerely, Willis Wayde</i>	n	3
Milburn	"Wish Book"	ss	4
Mitchell	<i>Gone with the Wind</i>	n	6
O'Hara	<i>Appointment in Samarra</i>	n	3
Porter, K.	"Noon Wine"	ss	12
	"Pale Horse, Pale Rider"	ss	1
Rawlings	<i>Yearling</i>	n	2
Salinger	<i>Catcher in the Rye</i>	n	2
	"Perfect Day for Banana Fish"	ss	1
Santayana	<i>Last Puritan</i>	n	2
Saroyan	<i>Human Comedy</i>	n	5
Schulberg	"Pride of Tony Colucci"	ss	1
	<i>What Makes Sammy Run?</i>	n	1
Seager	"This Town and Salamanca"	ss	2
Shaw	<i>Young Lions</i>	n	2
Smith, Betty	<i>Tree Grows in Brooklyn</i>	n	1
Smith, D.	<i>I Capture the Castle</i>	n	1
Smith, L.	<i>Strange Fruit</i>	n	1

Sneider	<i>Tea House of the August Moon</i> (dr. by John Patrick)	n	1
Steinbeck	<i>East of Eden</i>	n	16
	"Flight"	ss	1
	<i>Grapes of Wrath</i>	n	16
	"Leader of the People"	ss	4
	<i>Of Mice and Men</i>	n	3
	<i>Pearl</i>	n	3
	<i>Tortilla Flat</i>	n	1
Thompson	<i>Not as a Stranger</i>	n	2
Thurber	"Secret Life of Walter Mitty"	ss	1
Warren	<i>All the King's Men</i>	n	5
	<i>World Enough and Time</i>	n	1
Welty	<i>Clytie</i>	n	1
	"Keola, Outcast Indian Maiden"	ss	3
White	<i>Stuart Little</i>	n	1
Wilder	<i>Bridge of San Luis Rey</i>	n	5
Williams	"They Grind Exceeding Small"	ss	1
Wolfe	<i>Look Homeward Angel</i>	n	15
Wouk	<i>Caine Mutiny</i>	n	16
Wright	<i>Native Son</i>	n	1

AMERICAN POETRY

Anonymous	"Frankie and Johnnie"	1
Benet	<i>John Brown's Body</i>	2
Crane	"Black Riders"	1
Cummings	"Humanity I Love You"	1
	"I Sing of Olaf"	1
Dickinson	"Because I Could Not Stop for Death"	1
	"Death Is Like the Insect"	1
	"I Heard a Fly Buzz When I Died"	1
	"Soul Selects Her Own Society"	1
Eliot	"Cooking Egg"	1
	"Hippopotamus"	1
	"Hollow Men"	4
	"Love Song of J. Alfred Prufrock"	14
	<i>Waste Land</i>	15
Frost	"After Apple Picking"	1
	"Birches"	4
	"Death of the Hired Man"	5
	"Egg and the Machine"	3
	"Home Burial"	3
	"Mending Wall"	13
	"Old Man's Winter Night"	1
	"Road Not Taken"	2
	"Two Look at Two"	1

Hillyer	"In My Library, Late Afternoon"	1
Holmes	"Chambered Nautilus"	2
Jeffers	"Tamar"	1
Longfellow	"Courtship of Miles Standish"	1
Mac Leish	"Lines for an Interment"	2
	"Old Men in the Leaf Smoke"	1
Markham	"Man with the Hoe"	2
Masters	<i>Spoon River Anthology</i>	2
Millay	"Harp Weaver"	1
Poe	"Annabel Lee"	1
	"Raven"	5
Robinson	"Miniver Cheevy"	6
	"Richard Cory"	4
Sandburg	"Buttons"	1
	"Chicago"	1
Viereck	"Kilroy"	2
Whitman	"Come Up from the Fields, Father"	2
	"Crossing Brooklyn Ferry"	2
	"O Captain! My Captain!"	1
	"O Pioneers!"	1
	"Song of Myself"	2
	"Woman Waits for Me"	1
Whittier	"Snowbound"	1
Wilbur	"Death of a Toad"	1
	"To an American Poet Just Dead"	2

AMERICAN DRAMA

Anderson, M.	<i>Anne of the Thousand Days</i>	1
	<i>Eve of St. Mark</i>	1
	<i>High Tor</i>	4
	<i>Mary of Scotland</i>	1
	<i>Winterset</i>	17
Anderson, R.	<i>Tea and Sympathy</i>	4
Bevan and Trzcinski	<i>Stalag 17</i>	1
Caradin	<i>Happy Time</i>	1
Chase	<i>Bernardine</i>	1
Connolly	<i>Green Pastures</i>	2
Eliot	<i>Murder in the Cathedral</i>	3
	<i>Cocktail Party</i>	5
Hart	<i>Climate of Eden</i>	1
Hillman	<i>Watch on the Rhine</i>	2
Howard	<i>Silver Cord</i>	1
Inge	<i>Come Back, Little Sheba</i>	3
Kanin	<i>Born Yesterday</i>	1
Knott	<i>Dial M for Murder</i>	1

Kramm	<i>Shrike</i>	1
Lawrence and Lee	<i>Inherit the Wind</i>	1
Luce	<i>Women</i>	1
Miller	<i>All My Sons</i>	8
	<i>Crucible</i>	1
	<i>Death of a Salesman</i>	61
Obey	<i>Noah</i>	1
Odets	<i>Awake and Sing</i>	1
	<i>Country Girl</i>	1
	<i>Golden Boy</i>	2
	<i>Waiting for Lefty</i>	1
O'Neill	<i>All God's Chillun Got Wings</i>	5
	<i>Anna Christie</i>	2
	<i>Beyond the Horizon</i>	17
	<i>Desire Under the Elms</i>	8
	<i>Dynamo</i>	1
	<i>Emperor Jones</i>	20
	<i>Great God Brown</i>	2
	<i>Hairy Ape</i>	5
	<i>Iceman Cometh</i>	2
	<i>Mourning Becomes Electra</i>	18
	<i>Strange Interlude</i>	2
Rice	<i>Street Scene</i>	1
Rogers and Hart	<i>Allegro</i>	1
Sherwood	<i>Petrified Forest</i>	1
Spewack	<i>Two Blind Mice</i>	2
Vollmer	<i>Sun Up</i>	1
Van Druten	<i>I Remember Mama</i>	1
Wilder	<i>Long Christmas Dinner</i>	1
Williams	<i>Camino Real</i>	1
	<i>Case of the Crushed Petunias</i>	1
	<i>Cat on a Hot Tin Roof</i>	2
	<i>Glass Menagerie</i>	12
	<i>Street Car Named Desire</i>	7
	<i>Summer and Smoke</i>	1

ENGLISH FICTION—CLASSICS

Austen	<i>Emma</i>	n	1
	<i>Northanger Abbey</i>	n	1
	<i>Pride and Prejudice</i>	n	43
	<i>Sense and Sensibility</i>	n	2
Bennett	<i>Clayhanger</i>	n	1
	<i>Old Wives' Tale</i>	n	1
Bronte, C.	<i>Jane Eyre</i>	n	6
Bronte, E.	<i>Wuthering Heights</i>	n	12
Bunyan	<i>Pilgrim's Progress</i>	n	2

Butler	<i>Way of All Flesh</i>	n	32
Conrad	<i>Heart of Darkness</i>	n	23
	<i>Lord Jim</i>	n	43
	<i>Nigger of the Narcissus</i>	n	11
	<i>Nostramo</i>	n	14
	<i>Shadow-Line</i>	n	1
	<i>Victory</i>	n	8
Dickens	"Christmas Carol"	ss	2
	<i>David Copperfield</i>	n	6
	<i>Martin Chuzzlewit</i>	n	1
	<i>Oliver Twist</i>	n	1
	<i>Tale of Two Cities</i>	n	8
Douglas	<i>South Wind</i>	n	2
Eliot	<i>Mill on the Floss</i>	n	14
	<i>Silas Marner</i>	n	6
Fielding	<i>Joseph Andrews</i>	n	3
	<i>Tom Jones</i>	n	10
Galsworthy	<i>Man of Property (Forsyte Saga)</i>	n	59
	<i>Patrician</i>	n	1
Goldsmith	<i>Vicar of Wakefield</i>	n	1
Hardy	<i>Far from the Madding Crowd</i>	n	3
	<i>Jude the Obscure</i>	n	3
	<i>Mayor of Casterbridge</i>	n	21
	<i>Return of the Native</i>	n	87
	<i>Tess of the d'Urbervilles</i>	n	4
	"Three Strangers"	ss	5
Hudson	<i>Green Mansions</i>	n	1
Hutchinson	<i>If Winter Comes</i>	n	1
Meredith	<i>Ordeal of Richard Feverel</i>	n	4
Reade	<i>Cloister and the Hearth</i>	n	16
Stephens	"Crock of Gold"	ss	1
Stevenson	<i>Master of Ballantrae</i>	n	1
Swift	<i>Gulliver's Travels</i>	n	20
	<i>Henry Esmond</i>	n	10
Thackeray	<i>Vanity Fair</i>	n	8
	<i>Barchester Towers</i>	n	2
Walpole	<i>Fortitude</i>	n	3
Webb	<i>Precious Bane</i>	n	11

ENGLISH FICTION—MISCELLANEOUS

Barke	<i>The Wind That Shakes the Barley</i>	n	1
Buchan	<i>Prester John</i>	n	1
Costain	<i>Money Man</i>	n	1
	<i>Silver Chalice</i>	n	2
Cronin	<i>Beyond This Place</i>	n	1
	<i>Citadel</i>	n	2

Du Maurier	<i>Parasites</i>	n	1
	<i>Rebecca</i>	n	1
Forster	<i>Passage to India</i>	n	8
Greene	<i>Brighton Rock</i>	n	1
	<i>End of the Affair</i>	n	1
Huxley	<i>After Many a Summer</i>	n	6
	<i>Brave New World</i>	n	20
	<i>Chrome Yellow</i>	n	1
	<i>Point Counter Point</i>	n	6
	<i>Time Must Have a Stop</i>	n	1
	"Young Archimedes"	ss	2
Joyce	"Araby"	ss	7
	"Clay"	ss	11
	"Dead"	ss	1
	"Encounter"	ss	1
	"Eveline"	ss	1
	<i>Portrait of the Artist as a Young Man</i>	n	5
Koestler	<i>Age of Longing</i>	n	3
	<i>Darkness at Noon</i>	n	13
Lawrence	"Blind Man"	ss	1
	"Horse Dealer's Daughter"	ss	5
	<i>Lady Chatterley's Lover</i>	n	1
	"Rocking Horse Winner"	ss	4
	<i>Sons and Lovers</i>	n	17
	"Two Blue Birds"	ss	1
Macken	<i>White People</i>	n	1
Mansfield	"Dill Pickle"	ss	2
	"Life of Ma Parker"	ss	1
	"Marriage a la Mode"	ss	1
	"Miss Brill"	ss	3
	"Stranger"	ss	1
	<i>Cakes and Ale</i>	n	1
Maugham	<i>Moon and Sixpence</i>	n	1
	<i>Of Human Bondage</i>	n	7
	"Rain"	ss	4
	<i>Razor's Edge</i>	n	3
	"Red"	ss	1
	"Verger"	ss	1
Monsarrat	<i>Cruel Sea</i>	n	1
Morgan	<i>Judge's Story</i>	n	1
Muntz	<i>Golden Warrior</i>	n	1
Orwell	<i>Animal Farm</i>	n	3
	1984	n	10
Paton	<i>Cry, the Beloved Country</i>	n	8
	<i>Too Late the Phalarope</i>	n	3
Struther	"Cobbler, Cobbler"	ss	1
Woolf	<i>Mrs. Dalloway</i>	n	9
	<i>To the Lighthouse</i>	n	2
Yeats	"Red Hanrahan"	ss	1

ENGLISH DRAMA

Barrie	<i>Admirable Crichton</i>	3
	<i>Alice Sit by the Fire</i>	1
	<i>Twelve Pound Look</i>	2
	<i>What Every Woman Knows</i>	2
Besier	<i>Barretts of Wimpole Street</i>	2
Dunsany	<i>Night at an Inn</i>	1
	<i>Escape</i>	1
Galsworthy	<i>Justice</i>	1
	<i>Loyalties</i>	2
	<i>Silver Box</i>	5
Gilbert, W. S.	<i>Gondoliers</i>	1
Goldsmith	<i>She Stoops to Conquer</i>	2
Howard	<i>They Knew What They Wanted</i>	1
Jonson	<i>Every Man in His Humour</i>	1
	<i>Volpone</i>	1
Marlowe	<i>Dr. Faustus</i>	2
Maugham	<i>Circle</i>	4
Shakespeare	<i>Antony and Cleopatra</i>	13
	<i>Coriolanus</i>	3
	<i>Cymbeline</i>	10
	<i>Hamlet</i>	181
	<i>Henry IV (i)</i>	3
	<i>Julius Caesar</i>	37
	<i>Lear</i>	28
	<i>Macbeth</i>	155
	<i>Merchant of Venice</i>	1
	<i>Midsummer Night's Dream</i>	1
	<i>Othello</i>	36
	<i>Richard II</i>	1
	<i>Romeo and Juliet</i>	20
	<i>Taming of the Shrew</i>	2
	<i>Timon of Athens</i>	1
	<i>Troilus and Cressida</i>	2
	<i>Twelfth Night</i>	5
Shaw	<i>Androcles and the Lion</i>	1
	<i>Caesar and Cleopatra</i>	1
	<i>Candida</i>	2
	<i>Devil's Disciple</i>	2
	<i>Don Juan in Hell</i>	2
	<i>Major Barbara</i>	5
	<i>Man and Superman</i>	2
	<i>Saint Joan</i>	2
Sheridan	<i>Rivals</i>	1
Synge	<i>Playboy of the Western World</i>	1
	<i>Riders to the Sea</i>	1
Wilde	<i>Ideal Husband</i>	1
	<i>Importance of Being Earnest</i>	1
Yeats	<i>Deirdre</i>	1

ENGLISH POETRY

Anonymous	<i>Beowulf</i>	1
	"Sir Patrick Spens"	1
Anonymous	<i>Sir Gawain and the Green Knight</i>	1
Arnold	"Dover Beach"	4
	"Sohrab and Rustum"	1
Blake	"Lamb"	2
	"Little Black Boy"	1
	"Tiger"	1
Browning, E. B.	"How Do I Love Thee?"	1
Browning, R.	"Andrea del Sarto"	5
	"Bishop Orders His Tomb"	4
	"Caliban upon Setebos"	2
	"Childe Roland"	1
	"Count Gismond"	1
	"Fra Lippo Lippi"	1
	"My Last Duchess"	16
	"Soliloquy in a Spanish Cloister"	4
Burns	"Cotter's Saturday Night"	1
	"Tam O'Shanter"	1
	"To A Louse"	1
	"To A Mouse"	2
Byron	<i>Don Juan</i>	3
	"Prisoner of Chillon"	1
Chaucer	<i>Canterbury Tales</i>	10
Chesterton	"Donkey"	1
Coleridge	"Rime of the Ancient Mariner"	11
De la Mare	"Silver"	1
Donne	"Canonization"	3
	"Death Be Not Proud"	1
	"Funeral"	7
	"Valediction: Forbidding Mourning"	1
Fitzgerald	<i>Rubaiyat of Omar Khayyam</i>	1
Goldsmith	<i>Deserted Village</i>	1
	"Elegy on the Death of a Mad Dog"	1
Gray	"Ode on the Death of a Favourite Cat"	1
Hardy	"Channel Firing"	2
	"Convergence of the Twain"	1
	<i>Satires of Circumstance</i>	2
	"Spring Call"	1
Henley	"Invictus"	1
Hood	"Song of the Shirt"	1
Housman	"Bredon Hill"	1
	"Carpenter's Son"	1
	"Easter Hymn"	1
	"Is My Team Ploughing?"	1
	<i>Shropshire Lad</i>	1
Keats	"Ode on a Grecian Urn"	11

Kipling	"If"	1
Macaulay	"Horatius at the Bridge"	1
Marvel	"To His Coy Mistress"	1
Masefield	<i>Dauber</i>	1
	<i>Tristan and Isolt</i>	1
Milton	"Lycidas"	1
	<i>Paradise Lost</i>	2
Morris	"Gilliflower of Gold"	1
Pope	"Epistle to Dr. Arbuthnot"	1
	<i>Essay on Man</i>	1
	<i>Rape of the Lock</i>	16
Shakespeare	<i>Sonnets</i>	2
Shelley	"Ode to the West Wind"	5
	"Ozymandias"	9
Spender	"I Think Continually of Thee"	1
Tennyson	"Crossing the Bar"	1
	"Enoch Arden"	1
	<i>Idylls of the King</i>	10
	"Locksley Hall"	1
	"Morte d'Arthur"	2
	"Ulysses"	1
Wordsworth	"I Wandered Lonely as a Cloud"	2
	"Michael"	4
	<i>Prelude</i>	1
	"Simon Lee"	1
	"Tintern Abbey"	3
	"We Are Seven"	1
Yeats	"Second Coming"	3
MISCELLANEOUS PROSE		
Addison	"Party Patches" (<i>Spectator</i> 62)	1
	"Tom Folio" (<i>Spectator</i> 12)	2
Allen	<i>Only Yesterday</i>	1
Bolithe	<i>Twelve Against the Gods</i>	1
Day	<i>Life with Father</i>	4
Donne	"Meditations" (<i>from Devotions upon Emergent Occasions</i>)	1
Goldsmith	<i>Citizen of the World</i>	1
Gunther	<i>Death Be Not Proud</i>	1
Milton	<i>Areopagitica</i>	1
O'Connor	<i>Mellon's Millions</i>	1
Pepys	<i>Diary</i>	1
Sandburg	<i>Abraham Lincoln</i>	2
Strachey	<i>Queen Victoria</i>	2
Stone	<i>Lust for Life</i>	2
Swift	<i>Modest Proposal</i>	7
	<i>Tale of a Tub</i>	1
Thoreau	<i>Walden</i>	2

GREEK DRAMA

Aeschylus	<i>Oresteia</i> (play not specified)	3
	<i>Agamemnon</i>	4
	<i>Libation Bearers</i>	2
	<i>Prometheus Bound</i>	1
Aristophanes	<i>Frogs</i>	2
	<i>Lysistrata</i>	1
Euripides	<i>Medea</i>	8
	<i>Trojan Women</i>	1
	<i>Hippolytus</i>	1
	<i>Alcestis</i>	1
Sophocles	<i>Oedipus Rex</i>	102
	<i>Antigone</i>	12
	<i>Electra</i>	17
	<i>Ajax</i>	2

FRENCH LITERATURE

Anouilh	<i>Antigone</i>	d	1
Balzac	<i>Père Goriot</i>	n	16
	<i>Eugénie Grandet</i>	n	1
Baudelaire	"Le Chien et le Falcon"	p	1
Bazin	<i>Les Oberle</i>	n	1
Camus	<i>L'Étranger</i>	n	2
Corneille	<i>Le Cid</i>	d	2
Daudet, A.	"La Mule du Pape"	ss	1
Dumas	<i>Black Tulip</i>	n	1
	<i>Corsican Brothers</i>	n	1
Flaubert	<i>Madame Bovary</i>	n	28
France	<i>Thais</i>	n	4
	<i>Penguin Island</i>	n	1
Gide	<i>Symphonie Pastorale</i>	n	4
	<i>Immoralist</i>	n	3
	<i>Dialogue of Self and Soul</i>	nf	3
Giraudoux	<i>Madwoman of Chaillot</i>	d	2
Hugo	<i>Les Misérables</i>	n	2
	<i>Ruy Blas</i>	d	2
Maeterlinck	<i>L'Oiseau Bleu</i>	d	1
Maupassant	"Piece of String"	ss	3
	"Necklace"	ss	6
	"Happiness"	ss	1
	"Moulin Rouge"	ss	1
Maurois	<i>Ariel</i>	b	1
Molière	<i>Tartuffe</i>	d	9
	<i>Le Bourgeois Gentilhomme</i>	d	2
Rolland	<i>Jean Christophe</i>	n	5
Rostand	<i>Cyrano de Bergerac</i>	d	21
Saint-Exupéry	<i>Night Flight</i>	nf	6
Sagon	<i>Bonjour Tristesse</i>	n	3

Sartre	<i>Les Mouches</i>	d	2
	<i>L'Engrenage</i>	sc	1
Stendahl	<i>Red and the Black</i>	n	3
Vercors	<i>Silence of the Sea</i>	n	1
Villiers	"L'Affichage Celeste"	ss	1
Villons	"Ballade des dames du temps jadis"	p	1
Voltaire	<i>Candide</i>	n	4
Verne	<i>Twenty Thousand Leagues Under the Sea</i>	n	1
Zola	<i>Nana</i>	n	1

GERMAN LITERATURE

Fallada	<i>Little Man, What Now?</i>	n	1
Hebbel	<i>Maria Magdalena</i>	d	2
Kafka	<i>Castle</i>	n	4
	<i>Trial</i>	n	2
	<i>Metamorphosis</i>	n	4
Kleist	<i>Der Zerbrochene Krug</i>	d	1
Mann	"Disorder and Early Sorrow"	ss	6
	<i>Buddenbrooks</i>	n	5
	<i>Magic Mountain</i>	n	3
	<i>Holy Sinner</i>	n	1
	"Mario the Magician"	ss	7
	"Blood of the Walsungs"	ss	1
Remarque	<i>All Quiet on the Western Front</i>	n	1
	<i>Time to Love and a Time to Die</i>	n	1
Schiller	<i>Wilhelm Tell</i>	d	1
Wyss	<i>Swiss Family Robinson</i>	n	1

SCANDINAVIAN LITERATURE

Dineson	"Deluge at Norderney"	ss	1
	"Young Man with the Carnation"	ss	1
Ibsen	<i>Enemy of the People</i>	d	30
	<i>Hedda Gabler</i>	d	20
	<i>Ghosts</i>	d	16
	<i>Doll's House</i>	d	14
	<i>Master Builder</i>	d	8
	<i>Peer Gynt</i>	d	2
	<i>When We Dead Awaken</i>	d	1
	<i>Wild Duck</i>	d	1
Strindberg	<i>Miss Julie</i>	d	1
	<i>Father</i>	d	2
	<i>Motherly Love</i>	d	1
Undset	<i>Kristin Lavransdatter</i>	n	13

RUSSIAN LITERATURE

Bunin	"Gentleman from San Francisco"	ss	3
Chekhov	<i>Cherry Orchard</i>	d	2
	<i>Sea Gull</i>	d	3

	"Gooseberries"	ss	1
	"Darling"	ss	2
	"Lottery Ticket"	ss	4
	"King of Hearts"	ss	1
	"Trousseau"	ss	1
Dostoevsky	<i>Crime and Punishment</i>	n	21
	<i>Brothers Karamazov</i>	n	8
	<i>Idiot</i>	n	1
Gogol	"Overcoat"	ss	1
Pushkin	<i>Boris Godunov</i>	d	1
Tolstoy	<i>War and Peace</i>	n	15
	<i>Anna Karenina</i>	n	15
	<i>Resurrection</i>	n	1
Tolstoy	"God Sees the Truth but Waits"	ss	1
Turgenev	<i>Fathers and Sons</i>	n	10

MISCELLANEOUS WORLD LITERATURE

Anon. (Chinese)	<i>Lady Precious Stream</i>	d	1
Capek	<i>R. U. R.</i>	d	3
Cellini	<i>Autobiography</i>		1
Cicero	<i>Oratio pro Archia</i>		1
Kazantzakis	<i>Greek Passion</i>	n	1
Molnar	<i>Liliom</i>	d	1
Moravia	<i>Conformist</i>	n	2
	<i>Two Adolescents</i>	(2)ss	1
Perez-Galdos	<i>Marianela</i>	n	1
Terence	<i>Lady of Andros</i>	d	1
	<i>Adelphi</i>	d	1
Valera	<i>Pepita Jiminez</i>	n	1

From our list it emerges that the three most popular books taught (or the most thoroughly taught) are apparently *Hamlet*, *Macbeth*, and *Oedipus Rex*. No novel received such distinction as these three plays. Closest in the number of citations were *Return of the Native*, *Scarlet Letter*, *Man of Property*, *Ethan Frome*, *Lord Jim*, *Pride and Prejudice* and *Moby Dick*. Only one other work was mentioned often enough to be considered a favorite—Arthur Miller's *Death of a Salesman*. With this one exception, the "classics" of the curriculum remain surely seated. Some persons may be alarmed to see the Bible mentioned only five times. Obviously the Bible is better known than this figure would imply. We must conclude that students are simply inhibited against treating Scripture as literature.

Of the ten most popular plays referred to, six are by Shakespeare, one by Arthur Miller, one by Ibsen, one by Sophocles and

one by Rostand. Among English dramatists, however, Shakespeare is secure in the first nine places out of ten, and tied for tenth place with Galsworthy and Shaw. Ninety-two references to the plays of Ibsen is a surprising statistic. Only Shakespeare and O'Neill were more popular choices.

In poetry the relative ascendancy of any one author is not so evident. T. S. Eliot seems to hold a slight advantage over Robert Frost and Robert Browning in the total number of works cited. Generally poetry is poorly represented on this list, perhaps because of the nature of the question in Part III. The type of characterization and the subject matter called for in these questions are not the staple stuff of poetry.

Analysis of this list in the light of the questions asked on the examination reveals some interesting facts. Irony was preferred over symbols by a proportion of three to two; family relations over illusion by an overwhelming nine to four. Three schools had no student attempt the question on symbols. There is perhaps an indication here of a difference in the teaching, for the recognition and understanding of symbols (and illusion) are more difficult than of irony and family relations. The general proportions held for most schools, but notable exceptions did occur. School A, for example, had 103 responses on irony, only 47 on symbols, while school M reversed the proportion with 34 for irony and 84 for symbols, 115 for family relations and only 11 for illusion. In school S there were 50 responses for irony, none for symbols.

The extent of reading background seems to be indicated in the total number of works cited, and the range in some cases is considerable. In three schools where the number taking the test was equal, there was a range from 54 to 91; in three others from 57 to 81. One possible interpretation is that some of the schools depend largely on one anthology or a set list, and all responses seem to be drawn from that more limited material, while others have a more individualized curriculum with a resulting diversity.

Emphasis on English and American literature would appear to be about equally divided. Of the 611 different titles referred to, 246 were American, 236 English. French, Scandinavian, Russian and Greek took up the remainder, nearly all of which were read in translation. The only exceptions were from the French and isolated texts in Latin and German. One hundred twenty-eight of the references could be classified as "world literature."

The fact that the number of titles was as high as 611 indicates the variety of curricula offered to the students in advanced stand-

ing classes. The criticism of those who fear the "dead hand" of a prescribed curriculum is apparently unfounded. Analysis of the literature read in each school indicates a wide variety of offerings. The traditional course is evident in school K, for example, where 145 out of 210 possible responses came from only 10 books: *Oedipus*, *Hamlet*, *Macbeth*, *Rape of the Lock*, *Gulliver's Travels*, *Wuthering Heights*, *Madame Bovary*, *Return of the Native*, *Pride and Prejudice* and (5 responses) *Death of a Salesman*.

School N is obviously devoted to the "avant-garde" school of literature and the "New Criticism." Joyce, Eliot, Donne, Faulkner, Kafka, Lawrence, Fitzgerald, and Conrad receive the most frequent mention. *Hamlet* is referred to three times, *Macbeth* six times, but Eliot is cited fourteen times, Joyce seventeen times!

School A strikes a different pattern, or rather no pattern at all. Out of 300 possible titles, pupils selected 154 different texts! (The average is 60 titles for 300 responses.) No set curriculum is discernible in such wide reading, rather an individualized reading program that extends from Homer to Gide, ranges widely over American, English, French, German, Russian and Greek literature.

Something important has happened to the secondary school curriculum as a result of the advanced standing classes and examinations. The study of literature for its own sake and for its interpretation of life has assumed greater significance than the chronological study, in which reading about literature often becomes more important than the literature itself. The rise in the amount of attention given to American writers is also significant. The emancipation of the curriculum is not complete, but English teachers should welcome the influence of advanced standing classes in breaking down the restrictions against many fine recent works of American literature that heretofore have been barred from the secondary school curriculum because of questionable language or unsavory themes.

Illinois U. Library

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Executive Council Meeting

The Executive Council of I. A. T. E., including officers and district leaders, will hold its annual spring business meeting on Saturday, March 16. Place: Parlor F of the Morrison Hotel in Chicago. Time: 9:00 A.M. Any member of I. A. T. E. who is not a member of the Executive Council is welcome to attend as a visitor.

Those in attendance are invited to the luncheon meeting of the English Club of Greater Chicago in the Georgian Room of Carson, Pirie, Scott. Reservations for this luncheon should be sent to Miss Edna Dunker, 11117 Wallace Street, Chicago 28. Price of the luncheon is \$1.75. The speaker will be Charlotte I. Lee, Professor of Speech at Northwestern University, who will present a program on modern poetry.

English Teachers Invited to Librarians' Meeting

Members of I. A. T. E. are cordially invited to attend the spring meeting of the Illinois Association of School Librarians. The meeting will be held in the Abraham Lincoln Hotel in Springfield on April 5 and 6. For a program write Miss Catherine Collins, John Deere Junior High, Moline. Registration chairman is Miss Irene Ainsworth, Jacksonville High School.

Summer Session—1957 UNIVERSITY OF ILLINOIS June 17–August 10, 1957

Rhetoric

Rhet. 246. Modern English Grammar. Definition and meaning; the use of dictionaries, grammars; a survey of syntax, etc.

8 MTWTF, 12 Tuesday

Mathews

(over)

- Rhet. 480. The Theory and Practice of English Composition. —An examination of modern prose style and a consideration of problems confronting writers and teachers of writing at the college level.

8-10 MTTF

Roberts

English Literature

- Engl. 336. English Drama Exclusive of Shakespeare. —From 1600 to 1700.

10 MTWTF, 7-8 P.M. Tuesday

Evans

- Engl. 337. Studies in Shakespeare. Nine plays. Special attention given to the modern critical approach and to the principal Shakespearean critics.

11 MTWTF, 8-9 P.M. Tuesday

Evans

- Engl. 355. Survey of English Literature. From the beginning to 1700.

8 MTWT, 7-9 P.M. Monday

Robins

- Engl. 356. Survey of English Literature. From 1700 to 1900.

9 MTWT, 7-9 P.M. Wednesday

Rogers

- Engl. 403. History of the English Language. A study of the development of the language from the earliest stages to the present time.

11 MTWTF, 12 Th.

Smith

- Engl. 463. Victorian Literature.

8 MTWT

Culler

- Engl. 473. Problems in Twentieth Century English Literature. —A conference and research course devoted to intensive study of selected writers and critical movements of the period. Yeats and Joseph Conrad.

1-3 TT

Harkness

American Literature

- Engl. 318. The American Novel: Cooper to Norris. Cooper, Hawthorne, Melville, James, Twain, Howells, Norris.

1-3 MWF

Altenbernd

- Engl. 440. Problems in American Literature and Cultural History: American Literature 1865-1910.

7 A.M. MTWT

Davidson

2 Feb 1957 supplement

Teachers as Students See Them

A Study of Human Relations in Teaching

BY

WILMER A. LAMAR

Head of the Department of English in Stephen Decatur High School
Chairman of the English Curriculum Committee in Decatur



COMMITTEE ON HUMAN RELATIONS IN THE TEACHING OF ENGLISH

*(A Special Projects Committee of the Illinois Association of
Teachers of English)*

MARTHA BUNTON, Eisenhower, Decatur

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Teachers as Students See Them

INTRODUCTION

What do students think about English teachers—and classes? More than 4000 opinions from secondary schools and colleges in Illinois have been received and read by members of a Special Projects Committee of the Illinois Association of Teachers of English.* Three hundred pages of quotable material have been drawn from students' papers. This Bulletin summarizes the study.

The students are the witnesses. In our classes they may sit and say little. They may be brilliant, they may be dull; they may be fair, they may be cruel; but one thing we have found—when it comes to their teachers, they react. *Teachers As Students See Them* is a peek into how students would change their teachers if they had a magic wand. Here you will find comments that have echoed and reechoed through many a classroom, in many a school hall, in the busses, in the homes.

The organization of this study evolved from the comments of the students; it was not preconceived. The following sections reflect student opinion: Bias, Teacher Digression, Good Nature, Discipline, Friendliness and Understanding, Personal Appearance, Knowledge of the Subject, Classroom Skills, and Inspiration. At the conclusion of each section there is a summarizing human relations principle for your easy reference.

As you read this paper, you may want to see if you can find a word picture of yourself. You will find that there are scores of pictures from which to choose. We have purposely included a

* The Committee wishes to thank the many teachers who have aided this study by sending in their students' papers.

great many in order to add authenticity to the study. These statements, written at the request of English teachers, were not signed; the teachers' names were not revealed. Many of the pupils, in order to prevent possible pedagogical reprisals, used a variety of labels with Dickensian delight. We found Miss I. Q., Miss Etiquette, Miss Look-It-Up-Or-Find-It-Out, Mr. Do-As-I-Say-Not-As-I-Do, and Mrs. Panel Discussion.

The majority of the students writing strove to be fair. Even though the papers were unsigned, few were malicious, few were filled with rancor. There were countless testimonials of deep appreciation and warm regard. Many students echoed this thought: "Even though most students easily pick out faults of teachers, some no doubt understand the tremendous task that a teacher strives to accomplish. These students have built respect for teachers. If the student tries to exchange places with a teacher, he easily sees the difficulties and trials of teaching. With this understanding and a knowledge of human faults, he overlooks many mistakes."

As one student said, however, "Every crate of oranges must have its lemons, and so it is with the teaching profession. There are a few teachers who have a sour outlook on life, making one want to withdraw from learning." The purpose of the Committee is not to fill this paper with compliments, but to call attention to weaknesses of teachers and of their teaching methods as the students see them, which, if corrected, would make for more effective work. As you read these evaluations, you may find that even though human relations is the business of English teachers, the principles are taken too much for granted.

Teachers As Students See Them requires that you not only read the rules but that you analyze yourself as well. Some of you will no doubt rationalize your position by saying that student opinion is prejudicial and unreliable. The question is, however, can 4000 students be wrong?

I. BIAS

One evening last spring my neighbor's nine-year-old began this bit of conversation which has far more implications for us teachers than the little girl knew.

Without any preamble or prompting Mrs. H., who is also a teacher, was amazed to hear her say, "Mother, do you have a pet in your room?"

"What do you mean?"

"A pet. A teacher's pet. My teacher does. You know my

teacher likes Bob K., and he has a part in every single thing we have done."

"Surely not."

"Yes. In 'The Princess Who Couldn't Cry,' he even had three parts—the narrator, the king, and the man who made faces to make the princess cry. And in 'Rumpelstilskin' he was the miller, and in 'The Ugly Duckling' he was the Ugly Duckling."

"He's probably good."

"He just gets to do everything he wants. He has been a messenger five times. He even erased my name from the board and put his up. He's spoiled. It's the teacher's fault," the little fourth grader continued. "Bob is the teacher's pet. He puts grades in her grade book, and the teacher doesn't let anyone touch her book besides Bob."

"How do the other kids like this?"

"They don't like it. Karen doesn't have a single part because Bob shoved her out. The kids call him names, so he begins to cry."

The little girl had accented the concern of hundreds of older students as they have reflected it in their comments on their teachers. They do not say so, but these students, yours and mine, are primarily interested in themselves. They are concerned with their feelings in the classroom. They may be confused about why they feel and act as they do, but they want to be socially comfortable. They want the subject presented fairly and themselves and their classmates treated impartially. Two high school freshmen write:

The reason I didn't like her was because she had her certain students. Whenever there was something special to do or a play to be in, it was always the same kids. It seemed every year I was promoted the teacher was moved up a year. That way I had her for four straight years. She never treated the students equally. If you had money, you were recognized daily.

Too many teachers have "pets" and clearly show their feelings to the rest of the class. Every student must have some good in him which it is up to the teacher to bring out in the open.

Students notice the teacher who favors either the boys or the girls. "She would call one boy on the telephone just to hear his voice," writes one. "When I refer to her as an English teacher, I use the term loosely. She was prejudiced to the girls," states another. Two senior boys offer the following severe criticism:

She taught her subject only to the boys. The only time she noticed the girls was when they first came into the room and she commented on their clothes so they wouldn't feel left out.

She made the girls feel out-of-place and uncomfortable in her class. Constantly she told them they didn't participate enough, yet when they did, she completely ignored what they had to say.

A third student expresses the same idea differently: "I greatly admire a teacher who can accept the contributions of all students with the same enthusiasm." He expresses a concept with which the most of us will agree. We cannot admire Miss Pick:

Miss Pick was one who didn't believe in the swat method, but approved the method of picking a few out of her class that she would teach and would ignore the rest. One day after explaining a short story, she asked if there were any questions. I lifted my hand, and reluctantly she called on me. I asked my question, and immediately she yelled at me that she had explained it once, and if I couldn't get it, I was just stupid. Then one of her little "picks" raised her hand and asked a question about the same problem which she had explained. Calmly Miss Pick explained it again, and nothing more was said. The next day was visitation day. I urged my mother to come to see how Miss Pick acted. When mother entered the room, Miss Pick's attitude toward me completely changed. She spoke to mother and told her what a sweet girl I was and that I was really quite smart. Then she came up to me and commented on how nice I looked that day. Of course she continued with her little tales during that class, but the next day she was back to her old routine.

Students resent special attention for the "intellectuals": "She split the room up into sections—smart, average, and dumb. She worked hard only with her 'A' students." Another says:

In class, although I know she knows how to teach English, she doesn't try to reach the kids of lower intellect. Instead she talks and works only for the smarter and more easily pushed-around students. Once a student isn't in her favor, she is similar to an elephant; that is, she never forgets that he or she is no longer one of her select group of goody, goody students.

"When Mr. B. gives some information on his subject," writes one, "he respects only the raised hands of his pet 'brains' who don't need their questions answered as badly as the less enthusiastic students whom he completely ignores." Another teacher is pictured who "refused to help those who needed help and thus caused resentment and hatred toward himself."

Students insist that we should listen to them—respect their points of view, and that we should make something of their contributions, no matter how meager. They point out that it isn't even fair to the "pets" to be singled out and favored. These are typical reactions: "He turned the students against the girl because he favored her. They became jealous of her." "She plays favorites. I am one of them. It isn't fair to the kids, to her, or even to me." "The teachers that I think are the 'most' are those who show no partiality to anyone. Many teachers may not realize it, but

it is no fun to be labeled a 'teacher's pet' by your friends." "It is bad to be a pet, for you have to face your friends." One girl writes:

If there is one thing I hate it is a "teacher's pet." When I was in the eighth grade, I was a teacher's pet. This made me very unpopular with the other kids in my class. This particular teacher gave me an "A" whether I deserved it or not. He gave me several special assignments that he did not give the others. Everyone was aware of this. I was called "teacher's little darling" and "brownie." Maybe this teacher thought he was helping me or doing me a favor, but actually he was making it harder for me to be accepted by my classmates. I think that almost all teachers naturally like some students more than others, but they should try their best to conceal their feelings. No one wants to feel that he is different or "out of the crowd." One of the quickest ways to get yourself left out is to be a teacher's pet.

Bias dims the students' most earnest attempts, shuts out the truth. Students are offended by a teacher's prejudice. It is plain to boys and girls that they will not have a fair chance when the teacher's reason is clouded. Again and again, bitterly and vehemently, they bring up bias. It is a "most grievous fault that many teachers have their favorites, and too many of them show it."

There are those teachers who "always remember past mistakes and faults of a person and never let him forget them; they always bring up mistakes you thought were done with, and even though you try to do better, they are constantly reminding you of your failings."

Fortunately there are many teachers who are not partial to a few. These teachers command the respect of their pupils. The following are some words of appreciation: "She treated every one the same and gave the grade they deserved, not the grade she hoped they would get." "At no time did she show partiality or favoritism. It was not her superior qualities that made her a better teacher, but the way she used them." "You know what he expects of you, and he does not favor some over others. We are all equal in his eyes." "My favorite teacher helps the majority of the class and not just a few. He helps a student even if it seems hopeless that the student will ever learn much." Here are two statements by students who have the most kindly feeling toward their teachers:

Classes being so large, she was not able to give individual help to all her pupils; still, she never ignored a student who needed help or advice or just wanted someone to talk to. She never ignored the many for the few; she was a personable teacher.

She is fair. She never gives the impression that you are not wanted. She realizes that people make mistakes, and she tries to do what

she thinks is best for the situation. She is an understanding person who goes out of her way to help her students. She is someone that I can look up to as the kind of person I would someday like to be.

We teachers are sometimes biased not only with regard to our students themselves but with respect to the subject matter as well. We may be quite positive that our point of view is right; we may be so positive that we refuse to change our minds or accept a student's point of view. We may resent the imputation that we might be in error, and, what is worse, we may inadvertently give the impression that we don't much care what the other's point of view is. These witnesses who sit before us are quick to note prejudice and bias in presentation of material. The pictures that students paint of teachers who have unalterable, preconceived notions even on debatable issues are many and varied. Here is one:

This is a character whom students see every day. His classes are avoided by all who can work out their schedules otherwise. Because he holds F. D. R. in such high esteem, he teaches everything to center around him. He does not follow the text used by other teachers in the same subjects. He teaches what he believes, has his students take down every word in their notebooks, and tests them solely on his lectures. Once a gentleman student teacher from Illinois was practicing under Mr. N. The man observed this "ideal" method of teaching; then he conscientiously prepared to teach his first class. After the practice teacher had related the facts of English for his allotted thirty minutes, Mr. N. took the floor and said, "Now disregard everything Mr. Jones has just told you and take this down." He proceeded to give his own interpretation of the material which the practice teacher had unbiasedly presented.

Other students comment on similar teachers in the following fashions: "She says that she is always right, and never admits a mistake." "She tried to build up a wall of infallibility around herself." "He was an extremely egotistical person; he loved to belittle a student in front of the class when the student disagreed with him." "He wouldn't admit that he was wrong even when we showed him the answers in the book. He wouldn't even read the passage, and insisted that he was right." "He is so kingly and above everyone else. He is the kind of person who 'knows' everything and his opinion is never wrong." "He sits at his desk and talks all period, and tries to cram his ideas into students' heads. They are rarely allowed to offer a thought."

Remember these cases are not isolated, but they represent the experiences of dozens of our students. Let us take another example:

Mr. K. would never schedule any tournaments for his debate team. What few tournaments the team did enter were secured through student correspondence with other schools. A great battle was held after one of these meets. Besides being rated as a winning or losing team, each debater received individual points and criticisms from the judges. The criticisms were available to each coach after the tournament. In this particular instance, the team asked Mr. K. to pick up the critique. He refused, saying, "I don't care what other judges think of my team." Individual debaters tried to persuade him to give in. The principal of the school even tried to reason with him. Mr. K. just smiled jeeringly and stared with his piercing eyes. After much pleading with the tournament officials, the team obtained the criticisms.

Some boys and girls have specific instances to call to mind when teachers might have admitted doubt and have said, "Let's examine the facts." Listen to these testimonials:

One day we were discussing short stories in class. Several of us volunteered to give the answers and we agreed on them. The teacher said we were wrong, but she wouldn't tell us why.

If you happened to write something that didn't follow her pattern to the "T", it was incorrect. When you tried to explain your ideas and method, you ran into a brick wall. When we read poetry, the way she interpreted it was the only way it could be taken. There was no reading between the lines, and imagination was useless.

One day in class we were having a discussion of the definition and pronunciation of words. I looked up a word which was causing a great deal of commotion. I raised my hand and when called on gave a definition which was different from the teacher's. She immediately said the dictionary was incorrect and tried to get the class to agree with her. She was the only teacher I have had who, when wrong, wouldn't admit it.

One day in class Jan said that she thought the word was a gerund; the teacher thought it was a participle. Of course he was "right," and Jan ended in the office for disturbing the classroom.

One University of Illinois student wrote bitterly of her sister's experience in a creative writing class. Her paragraph follows:

To my mind creative expression is not something which should be stifled but rather encouraged and aided when it appears in the work of a student. A teacher should be able to develop writing skills without destroying creativeness. I believe that a student, especially in a writing class, should be guided in his work, not forced to conform his expression to the pet ideas of his teacher. There seems nothing worse than to see something that one has labored over and perfected to suit his own taste marred and changed at the will of a teacher. In the case of my own sister, whose talent is exceptional, I know that her English teacher ruined her keen desire to create by forcing her to conform completely to his own ideas. Day after day, my sister

saw her work, which was finished and technically correct, marked by heavy red pencil when verbal corrections and suggestions would have done just as well. This eventually made writing a chore and made my sister more concerned with doing exactly what the instructor would do rather than creating according to her own ideas.

It is little wonder that one boy could write: "He is the only English teacher I have ever had who is either perfect or has a solid excuse for not being so." Or that another would say: "I realized that no matter what I said, he was right, and as far as he was concerned everyone else was wrong. I just stopped reciting."

If the descriptions of the above teachers are accurate, is there any wonder that their students, if they obeyed at all, obeyed sullenly and with resentment? How much different the atmosphere in the classroom must be when students can describe their teachers in this manner: "My teacher always had as much praise for those who were trying, even if they did sing off key, as she had for the star member of her chorus." "When she spoke to us, Mrs. Y. was always polite and considerate as if she truly respected us and our opinions." "He got our opinions on subjects instead of just telling us his." "She is willing to learn even from her pupils."

Thus it appears that a friendly, cooperative spirit will go further than a didactic, biased one. Two of our students express this idea well, as follows:

She asked for suggestions as to how we thought she could improve her teaching. At the end of each semester, she always gave her classes a piece of paper on which they could write what they thought about her and her style of teaching. The next semester she used these to help her with her new students.

She was by no means didactic. Quietly and with great subtlety she would lead her students through the world of ideas and then, after open and free discussion, they would conclude as they wished. Discussion was one of the most important and, I might add, most fruitful parts of her method of teaching. I use the adjectives "open and very free" as modifiers with definite purpose. Never did we feel that we should think or speak in a certain way to please her or to work for a good grade. Our opinions and conclusions had as much validity as any if we could present a sound basis for them.

Rule 1: *For your own good, and the good of your students—be fair.*

II. TEACHER DIGRESSION

"Have you ever known anyone who is absolutely wild over kittens? Surely you have, but if not, I shall begin to tell you of just such a person.

"In my ninth year of school I had a kitten lover for an English teacher. Now don't get me wrong; she was a lovely person and a wonderful teacher. But she loved cats. It seemed to almost everyone that she ate, breathed, and slept with kittens. In fact she adored the fuzzy little things.

"One day I was foolish enough to wear an angora sweater to school. By the time I had arrived at my English class I was pretty well fed up with my fellow students pulling the fuzz from my sweater. I had no sooner sat down, picked up my pencil, and begun to write when. . . 'My what a nice little kitty cat!' Yes, you've guessed it! There stood my teacher stroking my shoulder and repeating sweet little nothings to my angora sweater."

Talk in terms of our students' interests? The young lady with a cat lover for her English teacher was not too much impressed, was she? This student is one of many who object to our little personal anecdotes. To some of us, apparently, every occasion is an excuse for personal reminiscence and often digression.

"My English teacher is one of the worst teachers I ever had," writes one boy. "He stands in front of the class and tells us all about his troubles. He would come to school in the morning and tell us he was having trouble at home. Then for the rest of the day he would yell and get angry at everything."

Another affirms with positiveness: "I believe his favorite subject is his wife and two daughters. Of course, being the only man in the house, he never gets to say anything at home. As he puts it, 'With three females around, a poor fella hasn't got a chance.'"

Unfortunately for some of us, our boys and girls don't even seem to be too much concerned with our aches and pains. Here are two accounts from many we received that bear this out:

Miss Weeper had been in a car accident and had been in a hospital for some time. The class made visits and sent her cards and flowers. When she came back, she still wanted to work on our sympathy. If she asked a question and someone would answer wrong, she would break down and cry, saying that everything was just a roar in her ears and no one appreciated her.

Miss F. had been out of school for four months. She came back to school too soon. I think she forgot how to teach school. She really wasn't capable. For several periods each week she would devote the time to telling us of her aches and pains. If the weather was damp, Miss F. was practically intolerable. By this time I was sick of English teachers. When I reached high school, I found out we had to take three years of English!

So it is that pupils recount stories of a teacher who pretends to be sick "so he will get everyone's pity"; of a teacher who

"evidently is in the possession of a large sum of money and has a daughter who has a large bank account, in contrast to the rest of us teen-agers who are nothing but wasteful." Then there is Miss B. "She is a political fanatic, and always wears large campaign buttons, and talks constantly about her party choice throughout any political campaign." Miss Q. is described in this fashion: "She is a quaint old gal who thinks nothing but drama. Her speech classes are wonderful, but don't take her for English. You do get a little English now and then, but you learn more of current plays, her beginning in acting; and her active part in the theater."

The following student regards personal apostrophizing as a sign of vanity. If the teacher presumes to teach English, and we shall assume she does, she fails to communicate this desire to at least one student who tells of her in this manner:

The teacher that I disliked was in my junior high school. She came in the middle of the year. From the time she came in the room she began talking. A person might think this was all right if it was on English but it wasn't. She told of her personal experiences in teaching and her personal life. She told us the details of what happened when her dog got hit by a car. Another time she told us of her visit to an insane asylum on Christmas Day. She said she believed that it was her most enjoyable Christmas. I suppose it should be a touching thought, but she made every one listen all day and it was English class. One day she got on health; this was English class, also. Well, she got to talking on how to brush your teeth. She asked a couple of kids and they stated it right; but it wasn't the way she wanted it stated. She got their grade for the day. This didn't bother us for awhile because no English was taught. She talked all hour every day, and no one was allowed to comment. Finally she managed to stop at the end of the hour to give the assignment which needed explaining. The bell would ring about that time. She would talk about three out of the five days during the week. The first three weeks at high school I have learned more grammar than she taught me in the almost two years that I had her in junior high.

Here are examples of a few teachers as denounced by their far from admiring listeners:

In the First World War, he was in the artillery, and the way he yelled and stomped around in class you would think the guns were still firing.

She would stand before the class five days a week and talk about herself. Boy, I never got so sick of anything in my life.

The teacher I will never forget was my eighth grade teacher who taught English. He could never stick to a subject. He would be in the middle of a discussion on Rome which would remind him of Cairo, Illinois, and his boyhood. He was also the coach of our school, and half of the period would be spent on the discussion of rules of

baseball, basketball and track, plus what we did wrong in yesterday's game. Since I play baseball reasonably well, I made an "A" in English all year.

If we weren't busy writing, we were listening to Mrs. Yak talk about her brother in Chile or her uncle in Brazil. We knew their problems and their personal history. In fact, she should have tested us on their personal affairs rather than on English.

There is one person who says he can trace his teacher's family tree "clear back to Adam and Eve"; another vows his teacher's love life is no secret—"she always tells us of the time she had with her boy friend the night before." However, luckily there are some of us teachers who do not reminisce for the sake of reminiscing, who do not bore students with accounts of operations and little trials.

Some teachers turn personal experiences to good account. Their broad experience and travel enliven the classroom and bring fuller meaning to the printed page. "My teacher," comments a high school junior, "has a knack of making even the most boring assignment interesting. She has traveled a great deal and can make our literature live by illustrating it with descriptions of places she has seen."

"I especially like my American literature teacher," writes another. "When we studied Thoreau, she told us about her trip to Walden Pond; when we studied Mark Twain, she told us of her visit to Hannibal. She has even been to the Sleepy Hollow Cemetery and has seen the graves of Hawthorne and Emerson."

"Mrs. L.," observes another, "has traveled and studied in England. She can tell about Stratford and Canterbury, and the Lake Country first hand. It seems that I become a part of the landscape she is describing in English literature class. She knows her subject so well and can add so many personal sidelights that the whole class seems to be visiting the place she is describing."

Rule 2: *Resist the urge to talk about yourself unless you are talking in terms of your students' interests.*

III. GOOD NATURE

"His caption in the school's 'Candyland' annual is 'Lemon Drop.' His attitude on the world is soured. There are only two things in all of God's creation which he reveres: Teddy Roosevelt and the Republican party. He dislikes teaching; he hates being required to help with extra-curricular activities; he despises crowds; he abhors church suppers; and he cannot tolerate people who disagree with him."

This person was apparently so absorbed with what he was doing every hour of school that he forgot how much sincere good nature can brighten a day. If there is laughter in a classroom, is there learning going on? The Committee on Human Relations of the Illinois Association has made no attempt to tabulate the percentage of students who refer to good nature or lack of it—a thoroughly scholarly task, to be sure, but it can testify that the number of references is *very high*.

There is the teacher who “never has a smile on her face; she always looks as if she is about to kill somebody”; there is the one who “never smiles, never chuckles, or does anything but stand up there in the room and watch you like a hawk”; there is “Mrs. No-Sense-of-Humor”; there is the teacher who “always has a frown on her face as though she’s mad at the world and at everybody in it”; there is the pedagogue who, “if she sees a smile on someone’s face, immediately inquires, ‘What’s the matter with you?’ or says, ‘Get that smile off your face right now.’” Did you ever have Miss Stoneface or Mr. Business-like for a teacher? These two are delineated in this fashion:

Miss Stoneface is a serious lady who never cracks a smile and expects the same of her students. She believes that a little laughing spoils everything. There should be a lot of seriousness in the classroom, but just a little smile would make a serious matter much more interesting. Does she realize that life is not all work?

Mr. Business-like never strayed off the subject. Mr. Business-like was a great perfectionist and demanded everything his way. He never laughed or allowed us to laugh. If we did, we could be sure of getting an eraser or a piece of chalk thrown at us. From the moment we walked into the room until we left, the subject never strayed from English. This provided a dull hour and one to which few looked forward with anticipation.

A seventh grader makes this observation: “One thing a teacher should have is a sense of humor which Miss B didn’t have. She would never crack a smile, and if she did happen to, it reminded me of a glass breaking. She couldn’t take a joke on herself.”

Another observes critically that “there is no pep or feeling to learn when the teacher is so stiff-upper-lipped.” Still another makes these remarks: “He takes a very cynical attitude toward teaching. I don’t recall seeing him smile or look contented very often. In fact, the look on his face literally frightened the students out of their wits.”

Maybe we do not believe we are being quite scholarly and professional when we strive to create a pleasant atmosphere. Per-

haps we believe that learning is a pure reasoning process devoid of emotion. Do we think we are demeaning ourselves when we admit that students learn through liking a teacher, wanting to know what she knows, taking on the skills she employs?

Students think otherwise. They believe it is easier for them to succeed when they have fun doing it. Here are typical affirmations: "His sense of humor smoothed over all the rough edges." "You can be yourself around her, instead of trying to be a proper young lady." "When you went into his class, you had a good feeling about school, for he could keep his class in stitches and still teach the lesson and get his points across." With this, another student agrees:

Just because there is laughter coming from a room, a teacher has not lost control of his class. This is something that just does not occur in his sessions. He is able to maintain discipline without a large show. With just a word of warning the students will become quiet again. This is mainly because they respect this teacher and want to please him, not because they will be sent to the office or have their grades lowered.

Is it possible that teachers should do as someone has suggested—open students' mouths with laughter and shove in the facts? "With his sense of humor and pleasant personality," admires one, "he could laugh along with his students and also be serious and teach." Here are a few choice samples of similar teachers:

Take Mrs. Youth, for instance: she really wasn't young, but her outlook on life was young. She must have been at least thirty-five, but you felt as if she could understand your problems and feelings as if she were seventeen. She always had a humorous story to illustrate a point or break the monotony. I never worked quite so hard for a teacher as I did for her.

She was full of fun and would laugh at impromptu jokes or happenings. When a student did not know the answer to one of her questions, Mrs. Learn-much would take away his self-conscious feeling with a laugh or a word of gentle encouragement.

A smile was her trade mark and passport to any student. She gave the idea that English was work, but it was such easy work that it was actually fun. She encouraged the study of better literature and made it enjoyable—even for the disinterested.

In my senior year at high school I entered my English course with a teacher who was a riot. He would begin and end every class with a sterling comment or clever joke. With these jokes he could control the moods and feelings of the class for a whole period.

Another teacher that I admire is Mr. J. From all indications, he seems to know his subject thoroughly and how to put it across. He has a wonderful sense of humor and knows how to mix it with the work

to keep the attention of the class at all times. No matter what particular subject we are on, he knows how to make the joke that will put his point across to everyone. —

A former English teacher of mine was well known for her delightful sense of humor. The school I was attending is located on Grand Avenue, and she used this to bawl her literature class out in a friendly way one day. She substituted Grand Avenue for Tenth and told us if we didn't improve our conduct there would be a "Slaughter on Grand Avenue." This and other incidents like it made more and more of her students come to like her and to learn.

It would seem that a smiling face is an easy way to gain respect, provided, of course, that the smile is a sincere manifestation of a sense of security and well-being that arises from within and not an artificial adornment put on perpetually for effect. Students like to feel that, as one put it, "She is not an impersonal machine but a human being." In lauding such teachers, students' enthusiasm knows no bounds. Here are sample comments from many we could use:

She teaches 200 students during class every day, and yet every morning before class she appears at her desk, happy and smiling, to listen to book reports or problems of her students.

The one point in his character which enabled him to make his students always feel at ease with him was his sense of humor. I have never met a man who could tell a story as humorously as this teacher. He presented stories so skillfully that he could turn our laughter on and off as he pleased. But this man's classes never contained too much humor.

My favorite teacher in senior high school was my tenth grade English teacher. She is the only teacher besides my fourth grade teacher who did not blow her stack when someone cracked a joke in class. She knew that you had to have a little humor as well as a lot of work.

The last teacher I want to mention is Miss R. In Miss R.'s classroom the sun is always shining. Although you know she might have her mind weighted down with her extra school activities, she will not take it out on her classes. She always has a smile and is standing at the door to greet you as you enter the room. If you for some reason couldn't answer a question she asked you, there would be no long speech about it. Instead, she would merely call upon some other student and save you all the embarrassment that some teachers cause.

I think that if all my teachers would come in with a smile and do the best they can, they would all be the most wonderful teachers in this world.

Rule 3: Remember that sincere good humor will often save the day.

IV. DISCIPLINE

"Undoubtedly my seventh grade home room teacher was my most unforgettable. He was a very short and a very fat man. He was red-faced and bald-headed. When he went into one of his lengthy and frequent orations, he could be heard all over the entire school. As almost any of the students he had will tell you, the way they best remember him is after one of his lectures. His face would get fiery red and beads of sweat would rise from his forehead and roll down the side of his face. Then he would take out his handkerchief and mop off the sweat."

Herein is pictured a disciplinarian! The teachers who read these student critiques for the first time were amazed at the many stories told of coercive disciplinary measures still practiced, especially on the junior high school level. Even though they recognize that some schools are harassed by pupil behavior, still they are startled at some of the practices of teachers. Space will not permit the full account of many of them, but here are a few of the most striking examples that you might like to judge:

This teacher maintained discipline by making his students fear him. He seldom smiled. When he was angry about something, he shouted at the top of his lungs. Although he never touched the girls, he thought nothing of grabbing a boy's ear and shaking him. One day he caught a boy reading a library book in class, and he grabbed the boy and started shaking him. At the same time he threw the book across the room where it narrowly missed sailing through the open window.

She broke a ruler over a girl's knuckles and slapped a kid silly whom she caught chewing gum.

She was so mean that if you dropped your pencil she would charge you five cents for every time you dropped it. She would slap you with a ruler or anything she could get hold of. She still teaches and I pity the poor kids that have her. One of them is my little brother.

One day we were discussing something or other and two girls were talking something terrible. Mr. S. picked up a book and slammed it down on a table top. The whole class was shocked, but the girls quit talking.

When I first met this teacher I was scared of her. I had been chewing gum when she came by my desk. She turned on her heel and pointed her finger at me and asked, "Are you chewing gum?" She scared me so badly that I swallowed the gum.

Everybody did every assignment sooner or later, and many of the poorer students like me did their work for the first time in their lives. Nobody disobeyed him, because they were afraid to.

An ex-wrestler, Mr. Hard Crust was a strong, violent-tempered

man. He occasionally threw books at students who were causing disturbances in his class. The books generally hit their mark. Once, he picked up two boys and knocked their heads together because they were talking.

There was one thing about this teacher that I didn't like, and that was her way of punishment. For instance, if a boy was throwing paper wads and she happened to catch him, she would take him out in the hall and bang him up against the wall. If she was walking down the aisle and happened to see a student working on something other than what was assigned, she would hit him over the head with her purse.

The one day I will never forget was the day when the boy next to me was yanked out of his seat and put under his teacher's desk. Maybe this wasn't too bad, but when he moved, she would kick him. That was the limit. Why the boy didn't walk out of that class and complain to the office, I'll never know.

The story is told of a teacher who shook the boys so hard "the buttons fell right off their shirts." A girl complains of an elementary teacher who pulled her without warning out of her desk and made her sit cross-legged on the floor with her nose to the wall. Another tells of a whole class being made to stand in the hall for what was described as an eternity "just because one person had talked in class." A boy informs us of his teacher in this manner: "I think she enjoyed giving kids a licking. If she got the urge, she would ask a person to come up to her desk, lie across her lap, and bingo! He got it! She was right handed; so you had to lie across her lap a certain way. If you didn't, she would ask you to turn around." Still another tells of spending an hour sitting in the wastebasket.

Today we hear a great deal about elusive principles of psychic morality, about damage that can be done to an individual by injuring his self-respect, or damaging his self-confidence. Obviously some of the teachers described above were not too much concerned with these possibilities. Neither was the teacher depicted by her pupil as follows:

Have you ever seen a huge, lovable collie or St. Bernard jump upon his master nearly knocking him over with exuberant affection? This is a wonderful example of a teacher I once had. She loved her pupils so much that she wouldn't use the customary type of punishment for one when he talked out of turn in class. On the contrary, she would call him up front; then she would proceed, in a voice dripping with sweetness, to tell him of her undying love for him and how she couldn't stand to have him too far away from her. She would then complete her attack by compelling him out of utter obedience to sit upon her lap. If the boy managed to live through this much, she would hug him and finish off with a kiss on his forehead,

leaving her lipstick imprint stranded there. All of this went on, of course, in front of the whole class and the poor boy had suffered from so great an embarrassment that after the treatment, he would slowly crawl back to his desk, never again to make another sound without permission.

A few students censure their teachers for embarrassing them before a class. "He believed the best way to discipline any student who was a troublemaker," writes one, "was to embarrass and humiliate him before the class." Another writes that his teacher hardly ever sent anyone to the office for misbehaving. The teacher would just make some sarcastic remark to the student which would usually embarrass him into silence.

Adhering to rules, if they are fair and consistent, makes discipline easier, affirm many boys and girls. Here are some samples of this affirmation:

She was an excellent teacher and knew her subject and how to present it well. However, she had one fault which was that she would sometimes be strict and at other times lenient which confused her pupils. This inconsistency led the way to a hopeless mess of jabbering.

She liked students and was liked by the students, but she didn't show the authority that she should have shown students in the sixth grade. She was too changeable, one minute being too lenient and the next minute being too strict.

Some teachers shout at the pupils one day, the next they talk in a hard-to-understand monotone. Neither are they the same as far as disposition is concerned. They are cross some days and on cloud number seven at other times. Everyone likes to know what to expect, and this principle may be applied to students, too.

One of the qualities which I remember most distinctly was Mr. D.'s patience. I cannot recall a single instance where he lost his temper. Even so, students did not take advantage of this trait. Perhaps this was because the first time the students overstepped the already understood limits, Mr. D. made it clear that this would not be tolerated. This is necessary in that it teaches the students that limits must be followed once they have been agreed upon. The student is unable to understand fluctuating limits. Also, if he is able to "get away" with things in one area, he will try it in another.

Unfortunately words alone are not always adequate, as two students testify:

She loves to talk. She talks in a monotone and always starts the hour with, "Now, boys and girls, pay attention. Quiet! I'm not going to repeat myself. Do you hear me? Boys and girls!" Nobody listens to her, for her threats are never carried out. I have her for study hall this year, and I never have time to study. I am too busy ducking flying pennies.

Mr. X's classes were always in an uproar. He would tell us to "shutup" when he was trying to gain some order. I don't think a teacher should tell his students to "shutup" when he is trying to conduct a class. He really got mad when the room was noisy, and he was always yelling at the kids to keep quiet; but he didn't do anything about it besides yell. I believe he could have kept order if he had used different methods.

Obviously some methods for maintaining discipline in a classroom work better than others. Whether any method suggested thus far in this section would work for you is highly problematical. Whether making children behave through the use of force interferes with the learning process is a question outside the province of this study. On the other hand, we may personally believe that leading them to behave by developing in them a concept of self-responsibility is the best method of controlling a class. This personal responsibility, while it is no doubt fostered by many teachers and is a key to successful classroom control, may be in the students' thinking, but it seldom finds expression in their papers. On the other hand, they reiterate over and over with variations that the best disciplined room is one where their teacher inspires them to work. The teacher determines the climate. Listen to students' words:

We all felt that we belonged to something special just being in her room. When we did something wrong, she sat down with us and explained what we did wrong, and we didn't do it again. I had a habit of writing on the desks; I stopped that in short order.

The first week had passed, and I knew just what I could get away with—nothing. This was the only high school class I can remember walking into, pulling out my books, and starting to find out about the next assignment. Boys who were discipline problems in the other classes sat down and got right to work.

His classes are held on an informal basis. If anyone remembers a joke or a story related to the topic we are discussing he can feel free to tell it without getting into trouble with the teacher. He does not stand for trouble makers in his class, and I have yet to hear of anyone making trouble with him because almost everyone likes him.

There are some teachers that a person loves to do homework for. Of course, all homework should be done, but if it isn't turned in to that certain teacher, the person feels as if she has let the teacher down. I don't believe a teacher can help but show partiality to his extra bright students, but when he disciplines these students for not preparing their lessons, a person feels as if all is not lost.

We all minded her because it seemed to hurt everyone if she was angry with us.

Besides his teaching manner, I liked him as a person. His tone of voice was pleasing, but yet it demanded the individual's attention.

Although he never shouted at the class, or stood at the front of the class and declared himself a dictator, he had complete control over the class members.

The personality and attitude of the teacher are all important factors. Students think they behave better when they like their teachers and have confidence in them. A junior girl flatly states: "My English teacher has confidence in us kids; therefore, we respect her." An echoing thought is expressed by two others:

I had two teachers last year who never said a harsh word to anyone, yet the discipline in the class rooms was "under their little finger." In each case, the teachers were mannerly and respectful toward their students; therefore, the students were respectful toward the teachers. Both teachers had variety in their classes which made sitting and listening for an hour a pleasure.

He addresses each pupil as a human being equal to an important person. This proves that he has some confidence in students' maturity and that he considers them adults rather than children. Discipline is seldom a problem in his classes, because the students like him and don't wish to hinder his teaching.

Do students like teachers who are strict? Here it may be folly to generalize, but we know that many of them do. These are statements by some of them: "I like a teacher who is strict enough with a student to get him to do his lesson." "I liked her because she was strict enough to let you know she wanted what she wanted, but not so strict that you didn't like her and thought she was unjust." "She mixed charity with justice and kept order in the class." "Sometimes she punished students, but she did it in such a way that she showed them the right way and made them want to live that way." "My parents have expected obedience and respect from me, and I have found that these qualities have worked as well at school." Linda gives us the secret of how her ideal teacher manages so well:

She knows her material thoroughly and seems to have a wide range of knowledge. She is ready and willing to help me or any other person to the best of her ability. She tries to explain to us in a kind way what we are doing wrong. The thing that puzzles me is how she handles the class. I don't think she is strict, but she keeps the class in good order. I do notice that she laughs with us, and her humor is similar to ours.

Kathy also gave us a view of one that some of us would like to emulate:

Miss S. is a teacher who rang a bell with my friendship the day I stepped into her room. She was smiling and when the bell rang and the kids were seated, the sort of "rough-good-time boys" started

talking and laughing it up. She stopped smiling, frowned, and set them down in their places with words so fast that they didn't recover for ten minutes. From that time on until now the class room has been a place for learning as it should be, instead of a good community social hour. She didn't punish students but kept them busy instead. She told them to do their work and they did.

Rule 4: *A well conducted class will be an orderly one; set your house in order.*

V. FRIENDLINESS AND UNDERSTANDING

One day Ann came into the room, enthusiastic and brimming with vitality. Her brother had given her his car when he left for Korea, and she wanted to decorate it for the homecoming parade. She needed a sponsor. The teacher gave his consent. As it turned out, her car, gay with red and white crepe paper, was judged the winner. The first of the following week, Ann was riding high. She was the happiest girl in the school. On Wednesday she was summoned out of her English class and told that word had just been received that her brother had been killed in action. From the heights to the depths and all in a few short minutes!

This most dramatic incident serves to illustrate what emotional upheavals, what mental turmoils concern students in our classes. In the spring of 1957, little Benny Hooper, Jr., was freed from his twenty-four hour ordeal in a well. The boy in the well became the story of the hour. The calamity in Manorsville, Long Island, was a story all of us could understand, and all of us were thankful when the boy was saved.

Do we have a Benny Hooper, Jr., in our classes, or a brother or a sister of a Benny Hooper, Jr.? Do we know what family difficulty, financial disaster, prolonged illness, death, or personal problem is bothering the student who sits before us? We know these preoccupations are there. Is it any wonder, then, that students seek and often crave the friendliness and understanding of their teachers? Our students spend much of their time thinking about themselves. When the Committee examined the 4000 papers on what students think of English classes and teachers, the members found that friendliness and understanding were the traits that the vast majority of boys and girls were looking for above everything else. When we understand our students, then we can teach English, not before. Here are the statements of three students that helped us reach this conclusion:

One particular day last semester, we had a death in our family. I came to school feeling sad and desolate. I didn't feel like studying

books or much of anything at that particular time. From the look on my face, this teacher knew I was feeling awful. She asked me why I was so quiet and bleak looking. I told her and her heart poured into her eyes and all my sad feelings seemed to become part of her. I appreciated that quiet show of sympathy more than anything else said or done for me.

I've attended thirteen different schools in my lifetime, and I've had many, many teachers, some good, some bad. But always at the top of the list I put Mrs. D. as my favorite teacher. Mrs. D. was my high school English teacher. But she was more than that; she was my friend. I entered high school in the middle of the school year, feeling as most new students do, lonely and confused. Mrs. D. soon cheered me up. She took me by the arm, and smiling brightly, said that she was going to take care of me. She did just that. She showed me around the school, introduced me to a few girls whom she thought I would like, and explained the rules and regulations of the school. But these were only the superficial things. More important than anything, Mrs. D. made me feel as if I were welcomed at K.H.S. In the tone of everything she said to me there was a feeling of genuine friendliness and interest.

"To me," writes one boy, "one of the most enriching parts of education is feeling a bond between myself and the person who is helping me gain information. Liking my teachers has not only been imperative to liking school, it has been perhaps one of the most profitable parts of my education."

Here are some additional assorted remarks: "She has never been afraid to be human in her classes. I don't know why some teachers are afraid of that, but many of them act like machines rather than people." "I never thought I could love a teacher, but for Mrs. M. I was more than happy to make an exception." "On field trips she wasn't bossy, or a 'kill-joy,' but seemed a friend and partner in the fun. She did this without losing either dignity or authority." "He doesn't have to discipline the boys; he creates a feeling of friendliness instead." "Rather than a teacher, he was a friend, a father, and, in other words, a wonderful fellow. He was a good man." "Although we had a pretty large class, she always managed to give us all the help and personal attention that our studies and ego demanded." "She is the one person I would welcome in my home at any time." "She was always nice to you whether you made A's or B's or even F's." "Every time I see her uptown, she always takes time to stop and talk. She has never forgotten me after all this time."

Other remarks in a similar vein follow: "She's the sweetest woman anyone could ever want for a teacher. She makes each pupil feel as if he were her own personal friend. This would certainly be a great and honorable privilege." "During the three

years I have known Miss X, she has been an ideal teacher and friend to her students, not only on Mondays and Fridays, but on Saturdays and Sundays as well, and that is what I call a real and true teacher." "I think she uses teen-age psychology. She seems to mother the whole class, never showing any partiality to any one student. Her class procedures enable you to keep up with your work with little or no effort."

One student admires a teacher because his friendly smile at the beginning of a class period would start the class out right. Another, because he feels that his teacher can help him with any problems that bother him. Still another because if one meets him in a hallway he will always speak, and he will feel neglected if the student doesn't speak to him. "My teacher," reports a young lady, "is always fair about everything she does and never hurts anyone's feelings on purpose. She is not only a good teacher but she is also a good friend of mine." One senior in high school was so impressed by her grade school teacher that she wrote this tribute:

She was always happy and smiling and ready and willing to answer my questions. Distinctly I remember walking down the hall with her after school. No one was in the hall but the two of us, and the hall lights were out, but the sunlight filtered through the window. This made the atmosphere very pleasant. We were walking and laughing and having a lot of fun. That scene always comes to my mind when I think of grade school.

And so it goes on and on. There are dozens and dozens of statements we could use to show the sincere appreciation of students for teachers who are their friends. It becomes more and more apparent that if we are going to lead a student to study English, we must first of all convince him that we are his friend.

Unfortunately, we have come upon less complimentary statements about teachers who were not so friendly. "She was known as 'The Terror,'" accuses one boy, "and her unfriendly and unreasonable sharpness chilled many a timid soul." Other derogatory statements are these: "My English teacher is a million miles away." "Mr. S. never speaks to you in the hall. He goes around with his little pug nose stuck in the air or down at the ground." "She didn't have favorites because she didn't like any of us—she was cold and unfriendly, and even though I learned a lot from her, I think it is equally important to like the teacher." "Nothing but the weather changed for her. She never missed a day of school." Two averments follow which augment this negative picture:

She seems as though she has a grudge against the world, and she is taking it out on her classes. The kids and I have all tried to like her, but she doesn't seem to want friends of any sort. I have never seen her with another teacher at any time. I know that I am not fit to pass judgment on anybody, if that is what this sounds like, but I might suggest that something be done about her almost hopeless state of being.

In the halls Miss Etiquette acted as if she would rather run into a wall than to turn her head one inch in order to speak to you. Although some people think teachers shouldn't be too friendly with students outside of class, I can't see any reason why they can't say just one word, "Hello." If she were trying to create an impression by this attitude, she certainly accomplished her objective.

A few teachers are reported who displayed such fits of temper that any rapport which they sought to establish was broken. Here are two samples:

The main point I disliked about him was the fact that he had a terrible temper. He couldn't control his feelings and he became impossible over small incidents which the whole class considered unimportant. I have seen him throw a book against the blackboard and pound his fists on his desk until his hands were blue. A girl in the class was so embarrassed and disgusted with him she ran out of the room in tears and when she got to the office she was promised another teacher. I learned one thing from this teacher and that is to control my temper.

Mrs. A. had a terrific temper which caused the class to fear her very much and when she looked straight at a student, that person would actually shake with fright. She increased my fear of her one day when she picked the largest boy in our class up by his hair and actually hit him. From then on I flinched at her every glance.

We know that students are our business, so it is rather unfortunate when they take time out to portray us as ones who lack understanding as pointed up by the following illustrations: "She will not come down out of the clouds—she never talks in terms of our interests." "I remember well a rotten thing she once said to me after I had returned from a short absence, and it was this, 'I wish you hadn't come back—we had a lot of fun without you.'" "He doesn't try to understand us and, consequently, he has a low opinion of his students and takes plenty of time telling about their faults." "She never could quite understand her pupils, and instead of seeing what their difficulty was, she complained and argued with them. The student, therefore, could not get to know his teacher, much less understand her." "Some are only teaching because they have nothing else to do; since they are not interested in boys and girls, they are bitter and they take it out on us."

More favorable comments of teachers who understand their students are numerous. Here are two of them:

Although she had no children of her own, she possessed a genuine love for children and had a desire to work with them. Her classroom was open until 4:30 every afternoon, and she constantly encouraged her students to come in to see her about any problems—emotional or intellectual. She was considered by all her students to be a sincere friend, but she also held the respect of all who came into contact with her.

First I will tell you about the personality of my teacher and then of her interest in English. Her greatest asset was her respect both for herself and for the student. Some pupils held a violent dislike for her because of her high standards of conduct that she felt the student should uphold. But this dislike often grew into a much stronger bond of respect than was held for other less firm teachers. Respect for the student was shown by developing an interest in each individual. For the slow student she planned special remedial sessions after school. The brilliant student was encouraged to develop his talent by writing poetry for the state poetry contest. She never resorted to teaching English as a subject set apart, but rather she was a guide to a finer life including English as the means to that end. This English course included everything from writing a formal invitation to choosing the right college.

Two of the younger teachers draw special attention because the students are impressed with common interests all of them share:

Mr. L. was a very young teacher, barely out of college, and because of this he understood young people well, being one himself. Mr. L. seemed to know what we were going to do before we did it and why we did things after we did them. After a week or two the class realized that there was not much they could put over on him. If we should, for some unexplained reason, put a fast one over on him, he would laugh just as much as we would about it. Because we laughed with him, not at him, he was never humiliated or embarrassed in front of a class.

He is young enough to understand the problems we have, and yet he had the experience and maturity to help us solve our problems. Many kids go to him for help in solving these problems, and most of them feel one hundred percent better after seeing him. He takes an interest in every pupil, and he is always striving to help him do his best.

There is a ring of sincerity in the papers of many young people: "This teacher is quiet and a deep thinker. She understands and loves poetry and literature of all kinds, but she understands us, too, and she teaches everyone in her class, not just those who seem to learn the quickest." "Miss G. tries to understand the students' problems in that subject." "Mr. N.'s policy was to trust a person until that person proved unworthy of his

trust." "Miss V. has a deep understanding of life and of teenagers. She has a lot of patience." "Mr. B. was the most understanding teacher I ever knew. One could bring problems to him with a feeling of confidence and security. You could talk freely with him and always feel comfortable." Kaye says her English teacher trusted the students and the students wouldn't do anything to break that trust. She continues:

He also took an interest in the people in his class and gave them a voice in what they would study next. To me this shows that he is not only interested in what he teaches but also that he is interested in that the persons in his class understand what he is doing.

Students in high school will reach back into their elementary school experience and talk about an excellent teacher, for example, who was kind and patient and understanding, and who liked children and showed it with her interest in them and their work. Here is an example:

The teacher I like best was my fourth grade teacher. I think she was just the type of a teacher we need in our grade schools. She tried to understand the children and give them as much individual attention as she could. She seemed to know just what to expect at all times and knew how to cope with the problems. She knew who was having difficulties and knew how to straighten them out. I still look to her for advice when I need it because she still has an interest in me and in other students she has had. I think she is a wonderful woman, and an extraordinarily good teacher.

Another teacher is interested in students after they graduate. "She knows where each one is going to college and usually what his major is. She is surprisingly accurate in predicting who will stay in college and who will be home in a semester or two because of grades."

Martha says her English teacher is the "kindest, most helpful person" she has ever known. She attributes this to the fact that her teacher has two boys of her own and understands teen-agers. Robert affirms that Mr. Mac's friendship and understanding way have benefited him as much as books have.

Students find it difficult to understand how a teacher can be a friend and have their interests in mind when he doesn't even take the time to learn their names. Here is a rather bitter statement in point:

If there is one thing I cannot stand, it is a teacher that I have had for a year, still not even knowing my name. I remember that day after day I dreaded going into her class because I knew that if she called on me I would have to correct her about my name. That really irked me. She was always calling me Eileen and that name I can't

stand anyway. Now really, if a teacher cannot be a little more noticeable to a person's name, then they can never become well liked by me. I just simply don't like teachers who don't take a little personal interest in their students.

Students will make quite a point of mentioning teachers who know their names, as if most of them do not. Here is a freshman's paragraph:

Everyday when we would go into our English class we would be met by Mr. D. standing just outside his door. He would greet us with a friendly smile and call us each by our first name. As he got to know us better he called us by nicknames, some of which he had given us. This made the students feel that they were more than just a number in his gradebook. After thus starting the hour cheerfully, he would always begin an interesting discussion of the lesson.

One girl is exasperated not because the teacher fails to know her name but because he refuses to call her by the abbreviated name she prefers: "He would have been liked by all of us if it hadn't been for the fact that he insisted upon calling all of us by our given names, that is—Thomas, James, Susan, and Richard, instead of Tom, Jim, Susi, and Dick, which we had been called all of our lives. This made all of us mad, including our parents."

Sally's teacher knows her name all right, but she fails in another regard which destroys any friendship and mutual understanding that might have been built up. Here is the young woman's complaint:

She was rather cold and didn't care if her students lived or died. After two weeks of school I became ill with the rheumatic fever and was out for fifteen weeks. During the time I was out I never heard a word from her, not a get well card or anything, as I did from my other teachers. She didn't even want to give my home-study teacher my assignments.

Students recognize when their teachers go out of their way to be understanding and helpful and it helps to cement the bond between them. The following are illustrations of this helpfulness:

In addition to her special duties, she conducts special reading exercises for slow readers or people who want to improve their reading speed. She also provides her English IV students with outside work in sentence structure, and grammar, if they so desire, and she corrects this outside material (there is no grade on this work at all).

She took a personal interest in everyone having trouble in English. She took an interest to the extent that she would call the pupils at their homes if she thought of something to help them. Yet she never gave anyone a grade he didn't deserve.

She loved to work and to help people which could easily be seen by her actions. Whenever the student body gave a play or a program, she was willing to help in any way possible. She was fair to all her students. Your problems were hers, which she would try to help you solve. To most of the girls, she was sort of a school mother.

She was never too busy thinking about her own problems to help you with yours. She was always willing to help, and although there were days when she probably would rather have been somewhere other than in the classroom, she never gave us that impression.

Rule 5: *To deliver knowledge, understand your students.*

VI. PERSONAL APPEARANCE

"One can tell even from his appearance that he is not a normal person.

"Mr. J. is of medium height and has a potbelly. His shiny, bald head is fringed with mud-colored hair. He has a jaundiced skin. His eyes are very penetrating, a quality which is especially noticeable when he is mad. He can squint his beady eyes and stare through you until you are certain that he can see the tricuspid valve operate in your quickly palpitating heart. Mr. J.'s most repulsive physical feature is his few remaining teeth. They are jagged, tarnished, decayed, and coated with a film of food residue. This last factor may be the cause of his habitual halitosis.

"His dress parallels his looks. Mr. J. is noted for having only one pair of trousers: grey tweed; and two corduroy sport coats: grey and green. The brightness of his red socks and green canvas shoes is offset by his soiled, multi-colored neckties."

Students may be a little confused about participles and gerunds, and they may not know whether Washington Irving was a writer or a President, they may be in the twilight of consciousness a goodly share of the time, but when they do wake up, they see their teacher. And if we can believe the pictures they paint—well, let us examine their descriptions:

If you were in her classroom when she was writing on the board, you would have undoubtedly heard the jingle jangle of her numerous bracelets. She had more armor on than the knights of old. After hearing this jingle jangle constantly for one hour, you would adore the silence of the students shouting in the halls between classes.

Instead of having a natural looking face, hers was almost a mask, for it was a painted one. Maybe this should be none of the students' concern, but if you had to look at a mask like that every day for one hour, wouldn't you want a change?

Her clothes were nothing that an ordinary teacher would wear. She had to have something that would go with her cosmetics and her armor. Miss E. wore satin blouses and taffeta shirts which went well with her hoop earrings, weird shoes, and sashes.

It's hard to say what most impressed me about my new teacher. I suppose the first thing I noticed was her unique appearance. She was short, which is nothing really unusual, and she was plump. But it was her face that was distinguished. It lay in folds of soft wrinkles accented by many laugh lines; her mouth was little and always carried a slight smile; and her eyes were the biggest, brownest, and roundest eyes I have ever seen. What's more, they were very bright and ever sparkling with mischief. Her hair was soft, requiring attention, and yet it was always full of expression. She looked like a little Pekinese ready to pounce on something new and wonderful—at least that's how she looked to me.

Every way I looked at him from his round so-called flat-top to his long, pointed brown shoes, I knew he was one of the teachers people talk about. His dress was real classy—striped suits and polka-dot bow ties, along with loud shirts and red socks. His face looked so much like a bull dog, I kept wanting to say, "Here, boy, here." His face wasn't really that bad if he shaved more than once a week. It was just that silly smile and those big jaws.

I can see her in my mind's eye now: a short fattish little woman with tight, grayish, wispy curls framing her face. She reminded me of a top; it was as if the weight of her body would slowly topple her off her tiny feet. She was very proud of her feet. She tripped around in short, fast, little steps like an overweight ballet dancer.

Students complain about teachers whose dresses are too baggy, too tight, too long, too short, not clean. But mostly it is the monotony of dress that gets them. "Everyday, five days a week the same outfit was on her," comments one. "I really got sick looking at it." Another writes: "It was the firm conviction of everyone that he had to his name only one brown suit and a brown nylon shirt. He wore this suit and shirt every day. We were all greatly surprised one day when he wore a blue one, but we found out later he had to leave early to go to a funeral."

Other typical remarks are these: "He was an unusual person who could wear a sport shirt and loud neckties and look perfectly hideous." "She reminds me of a walking mummy, because she never smiles, and looks like she is dead. She wears some of the wierdest dresses; they look like the ones my mother gave to our church to send to foreign countries." "Every morning he would come with a buddy poppy that he had worn in his coat lapel for ten years." "You would think he had but one suit—a drab, brown job—which looked as if he had never taken it off since it was new." "My teacher got a sport coat around Easter, but he

wore it from Easter to June." "Neatness and efficiency were the codes he made his students live by. I could never understand this because he didn't always have the cleanest clothes and sometimes his fingernails were dirty. Dirty fingernails don't look good on anyone."

One sophomore points out that she feels she would have enjoyed being in class if the teacher had been more neatly dressed. "After all," she says, "I had to look at her for one hour every single day."

Jewelry in excess comes in for its share of attention. "Take Mrs. Gypsy, for instance," writes one, "She was always dressed in a gaudy, glaring way. Not that I think a teacher should dress like a Puritan on Sunday, but who likes anyone to wear gaudy colors and tons of jewelry? Mrs. Gypsy wore chandeliers on her ears and bells on her toes." Another student has this to say:

When I was in ninth grade, I had a teacher who always wore three or four bracelets on each arm. These bracelets jingled constantly and were disturbing when a person was trying to study. This teacher also had a habit of waving her arms when she talked, causing the bracelets to jingle so violently that our attention was drawn to her bracelets rather than to the subject under discussion.

Here are a few additional word pictures that help convey what boys and girls think about teachers' appearance:

I don't think that a teacher should put on make-up in front of her class. Miss D. put on fingernail polish every morning and afternoon. She also put on her powder and lipstick in class. By afternoon her make-up was an inch thick.

Her hair has been dyed so often that it is all falling out, but what she does have is black—yes, just as black as coal. Anyone should know a teacher like her should have a few gray hairs—if not from age, at least from teaching.

Another outstanding feature about Miss O. was the delicate perfume she used. She used just the right amount, too, about half a bottle at a time.

She has the specific habit of wearing gaudy clothes with tons of lipstick, making her look like a side show at the circus. Also in the middle of her class, she takes out a love magazine and leisurely begins to read it, forgetting her class altogether. This causes great annoyance to me.

Miss Sophisticated treated her class as if they were ten years younger than they actually were. It was a natural reaction, though; she had tried to subtract ten years from her own age for so long that she did the same to everyone's age. I still don't know what she looked like, for she always managed to hide her face behind a mask of make-up.

A young lady complains that she has never seen enough of her teacher to what she is like. She observes: "It's surprising that any of her pupils ever learned anything, because she was very short and sat behind a big, high desk all year. All that I ever saw when she was sitting at her desk was the top of her head. It was annoying to try to ask questions to someone you couldn't see." Another has seen too much of her teacher. "Because she has done some acting in the theater," she confides, "my speech teacher conducts her classes with an air of drama that includes absurdly wild movements and gestures accompanied by a radically changing volume and pitch of her voice, all of which give the definite impression that she is quite mad."

Physical handicaps that teachers might have are taken in stride. If these hindrances are noted at all, the students speak with admiration. Here are samples of their remarks:

He was about six feet tall, wore glasses, and oh, yes—a very unusual trait—he was crippled, not just a little bit, but one leg was about a half a foot shorter than the other, because of an injury in World War II. The most amazing part was that this was not a handicap to him. He still taught English, played basketball with the boys, and also helped in track and baseball.

My teacher was heavy, but she always kidded and joked about her size, rather than feeling out of place or embarrassed about it.

The most outstanding physical feature about Mr. Y. was that he had only one arm. The most outstanding character trait was his smile.

Mr. H. was a tall, thin gray haired man who was forced to use a hearing aid. This hearing aid was his greatest asset as a teacher, since he would simply turn it off if the class got too rowdy. He would then patiently sit at his desk until the room settled down. Once he observed everyone was still, he would turn up the hearing aid and proceed with the lesson.

Philosophers may say that we should not judge a man by his appearance. But, as we have seen, students are not philosophical enough to be influenced too much by this wisdom. Fortunately they have their ideals as well as their peeves. "She wasn't beautiful," writes one, "but she was the nicest and sweetest person I have ever had." "She wasn't the prettiest woman in the world," says another, "but she was the best liked teacher of them all." "Her appearance was and still is neat. She is always dressed in clean, fresh looking outfits, and did not, as some teachers do, wear one outfit until you felt you wouldn't know her if she had on something different." "Her features were not particularly pretty, but they had a pleasantness that parents liked." "He wears a

different suit or change of clothes every day. He isn't like the rest of the teachers who lack variety in their dress." "His appearance is always neat and clean. He keeps his room in order, and his desk doesn't look like a hurricane hit it. His clothes are always neat, and he changes his suits often." "This special teacher that I want to tell you about is pleasant in all ways. He dresses neatly, has a wonderful personality, and, I think, has fine reasoning power."

Each student looks for a different quality in a teacher's dress. This student likes a teacher because she wears the school colors on a special day: "My English teacher is precise in her dress and most attractive. She wears a variety of styles—dresses, suits, skirts, and tailor-made blouses. I was particularly pleased that on Maroon Day she wore our favorite colors." This one believes her teacher's neatness makes her worthy of praise: "Her appearance was outstanding because of its neatness. Her hair, which was slightly graying, was always combed softly around her face. The choice of color in her clothes was perfect, and never did she wear two colors that clashed. Above everything else she did not smell like a sachet bag."

Ellen likes her teacher's appearance because it enhances and compliments her teacher's personality:

Miss X was no beauty: yet her strength of character shone in her face and in all her actions. Her severe, plain clothing only served to high-light her personality rather than detract from it. The orderliness of her room calmed her students and prepared their minds for the orderliness of grammar.

Donna is impressed not only by the excellent taste her teacher displayed in her choice of clothes but in the fact that her teacher would help girls in the class to solve their clothing problems:

Mrs. D. dressed with beautiful taste. We used to say that she looked as if she had stepped out of a fashion magazine. The especially nice thing about her was that she would talk to us about her clothes—where she got them and what she did to alter them. These talks with us after English class made us feel as if she were really one of us, not some superior creature who knew so much more than we did.

Rule 6: Dress neatly and attractively—that will please your students.

VII. KNOWLEDGE OF THE SUBJECT

"He gave the impression that he knew everything there was to know about everything worth knowing. He knew all about

flowers; he knew how to direct plays; he knew his literature backwards and forwards.

"When we began *Hamlet*, he took the class right to Denmark where we personally met the royal family and had a ringside seat for the whole tragedy. He made it seem so real and interesting that during the weeks we studied *Hamlet* we seemed to live in a dramatic world all our own. The only reason I can suggest for his success is his complete grasp of the material and his ability to fill in the meanings for the class which they otherwise would miss."

Everyone will agree that this is a picture of an extraordinary English teacher. Does an English teacher have the power that comes from information and good sense in many branches of knowledge? Does he even speak with authority in the field of English? Is he concerned enough with his subject, assuming he does know it, to convince others? These are questions in the minds of students.

In answer to the first of these questions, a student writes: "His scope of knowledge seemed all-inclusive, and he seemed somehow to make one feel that it was worthwhile to know as much as he." Beth has this to say; "Not only was Miss E. well versed in English, but she also had a vast knowledge of other subjects. She was able to discuss intelligently almost anything. If she did not know everything that was discussed, she studied that night and filled in the gaps the next day." A senior admiringly affirms:

The respect he gained was due to his mastery of the subject matter. I should enlarge this to include a working knowledge of related subjects and current events from the world wide level to the high school activities which are so important to the students. No question was asked in vain, and we all were aware of his intense desire to communicate his knowledge to us.

Does the teacher speak with authority in the field of English? Testimonials in the affirmative are many. Here are a few:

"He is quite a scholar in his particular field, which happens to be English, and he answers with the utmost ease the most difficult questions the students can ask him. He always answers any and all questions, which is important." "He reads and knows all about his subject, or if you ask him anything he can't answer, he always helps you find the answer. These are, I think, good reasons for liking him." "She knew her material backwards and upside down. She knew it so well that she could explain it to us in a most simple way." "She has a large vocabulary, but she

doesn't talk over the students' heads." "He could explain a piece of literature so clearly that I would have thought he had written it himself."

Students admire teachers who are continuing to grow in knowledge and wisdom:

I do not know what degrees she had, but she seemed to be a well-educated and competent person. She taught English each day to the best of her knowledge and ability and kept herself well informed on recent research and modern trends in educational theory and practice.

My favorite teacher has become somewhat of an institution in my home town. She was my father's teacher, my teacher, and will probably be my children's teacher. Some may think because she has taught so long that she may be old-fashioned and set in her ways. This, however, is not true. Each year she adds to her knowledge of English. Each year she changes in some way her manner of teaching the material. Thus she makes English interesting not only for her students, but for herself.

Students praise teachers who know the subject thoroughly, but realizing that the students do not know it, these teachers try not to cover the material too rapidly. Here are two such tributes: "He knows English thoroughly, and unlike some teachers, he realizes we do not. He is always sure that the whole class understands a topic before going on to something new." "He shows evidence of intensive reading, studying, and thinking, and rarely does he try to cover too much too soon."

Three additional statements of teachers who are competent in the field of English follow:

Mr. X. had extensive knowledge of English and all the related resource matters a student could use. It is necessary for the students to realize that the instructor has this knowledge so that they may place their confidence in him.

The teacher from whom I have learned the most teaches American literature. An advanced teacher has to be exceedingly smart in order to be able to answer all the questions that her students ask her. This teacher under whom I have studied for two semesters can do just that. In the time that I have been in her class, I have never heard her unable to answer any question put to her by a student.

In high school, one teacher that I like the most is my English literature teacher. She speaks of kings, queens, and happenings of past English history as if she'd been there and witnessed them. Of course, she couldn't have, unless she's Bridey Murphy. Each time she tells of an incident, it's like living the past today.

Students are not only lavish in their praise of teachers who know their subject, but they are quick to censure those who

do not. Here are instances: "Miss A. was actually uninformed about grammar. She could not speak correctly herself. Her plans and lessons were given vaguely." "His reading would not have been so monotonous and unbearable if he had not mispronounced many words he encountered of more than eight letters." "He admits that he knows little or nothing about his subject; therefore, I learned very little." "I can honestly say I disliked her from the very beginning because of her limited knowledge of the subject." "He is usually off the subject which is just as well for when he is on it he does not know enough to develop his points completely." "When it is necessary, a teacher should admit he does not know rather than give the students false information."

Is the teacher concerned enough with his subject to try to convince others? From comments on student papers we know that many are. Here are some samples:

Mr. M. offers his subject in an interesting manner so full of his own liking for the subject matter that one cannot help but be infected with his enthusiasm. He is a teacher with "personality" who would avoid at all costs the "unforgivable" sin of being dull. It is evident that he loves his job.

Although the subjects Mr. and Mrs. Cheerful teach are sometimes considered boring, they are not so because this couple is enthusiastic about the material. They are willing to work extra hours to bring outside information into the discussion. The subjects begin to take on life and meaning because of real examples and anecdotes from their experiences.

She thoroughly enjoys teaching English and is willing to spend any amount of time after school, during lunch hour, or during her free period giving you extra help or finding a way to make it easier for you to understand.

This English teacher was kind and considerate, and she devoted all of her time to her students. She made her students feel as if they wanted to go to school and learn things. She didn't act as if she were teaching just to earn money, but as if she really enjoyed every minute of it.

To me this is a real teacher. She really knows her subject and knows how to express her examples clearly. She teaches English in such a way that she makes you want to pay attention. She makes it interesting to all her students. I admire her very much because I think she understands each student's individual problem.

I liked another teacher because she seemed to know a great deal about her subject and because she really enjoyed teaching it. When we were studying stories of a certain author, for instance, she would tell a little anecdote about the author which made him seem more real and human to us. She could, and did, quote passages from various poems and stories to illustrate what she was telling us. Her ability to quote so many of these passages never failed to astound me.

"I like my English teacher," writes one girl, "because she isn't just teaching facts and dates for fifty minutes since that is her job. She conveys the impression that she has special information which she wants more than anything to share with the class." Other statements are these: "She lives the subject she is teaching and through her enthusiasm even the poorer students begin to think that English is fun." "One important thing is that she enjoys the subject she is teaching. I think that if a teacher does not like his field most of the students will not take an interest in it either." "Deep personal interest in his subject on the part of the teacher is contagious to the students in the classroom. A teacher who is enthusiastic can make the subject real and exciting." "Miss K. is well informed in English. However, all she does in class is ask questions and have the students parrot back the answers out of the book. This does nothing to create enthusiasm for English or make the pupil think for himself."

Unhappily not all teachers are enthusiastic about their subject. Many teachers, students complain, present their material in a dry, uninteresting manner. "The teacher is rated high in my mind for her knowledge of the subject," writes a junior boy, "but I keep remembering her unfriendly, cold, and uninterested manner." "Mr. C. was more qualified to teach in college or on a higher grade," complained Sue. "Half of the time I didn't know what he was talking about." "To me it seemed as though he was not physically or mentally alert, and he reminded me of a dead fish." Here are two other accusations:

He has expressed distaste for his profession, and cannot see why students need learn geometry, or history, or even English. When asked why he was teaching, his reply was, "so I will have a roof over my head when it rains." Fortunately for us, he grew disinterested in teaching and the last I heard, he was in the air corps again, flying generals around and driving two little foreign cars for pleasure.

He was a Ph.D. and his job was to teach English. He was stuffy, pompous, and altogether unfriendly. I felt as though he didn't really enjoy being with us. Of course, the man was used to conducting huge lecture courses in a graduate school, so our high school familiarity rather startled him. The biggest reason I have for not liking this man is that he lectured coldly and methodically, and his material was way over our high school heads. Dr. X. knew his subject backwards and forwards, and he came to us highly recommended. But, I didn't actually understand half of what he told us, and I never enjoyed the hour a day I spent listening to him.

Rule 7: *Have a burning desire to teach the subject you know thoroughly.*

VIII. CLASSROOM SKILLS

"I was always struck by her willingness to experiment rather than to be satisfied with the old method only because it was the way the course was handled in the past. A new system of teaching English had been inaugurated at our high school in which the manner of teaching and the subject matter were changed substantially. This new system was in large part her work and, though we knew we were the experimental 'victims,' we did not feel that she was taking advantage of us or causing us to miss anything important. On the contrary, we felt we were fortunate and were benefiting from it.

"This teacher wasn't satisfied to give us an understanding of the books we read while in her class. She tried to give us a solid basis from which to think and interpret on our own. She didn't merely want to get us through a year of English but rather to make us intelligent and discerning readers throughout our lives."

The picture of the teacher with the burning desire to make her students intelligent and discerning readers is but one of many in the more than one hundred typed pages of illustrations of teaching techniques culled from student papers by the Committee on Human Relations in the Teaching of English. To print all of these examples of methods in a publication of this scope is impossible; to summarize them is to run the risk of slipping into the dull jargon of many a text on the subject. We shall print as many examples as space will allow under headings where they naturally fall, and summarize our findings when it is necessary.

A. VOICE AND MANNERISMS

A teacher may not realize it, but his voice tells its own story. Voices are described by students as loud and shrill, soft and pleasant, pitched too high, mumbling, monotonous, rough and grating like sandpaper. One young lady writes: "Mrs. L. used a tone of voice that was warm and yet had determination; it was more effective than loud, caustic threats of violence." Alice says: "Miss Jones is the sweetest, the most thoughtful, the kindest person I have ever known; she never raises her voice in class to anyone since there isn't any need to." Two other teachers are drawn by their students: "He doesn't shout or raise his voice to anyone; he goes around the room most of the time helping everyone who needs help." "I sat in the back of the room, and sometimes I couldn't understand her. When I asked her to

repeat a question that she asked me, she called on someone else." A teacher with an extremely monotonous voice is pictured:

The "Voice" is an English teacher of mine. She talks in a monotone all the time. Her voice is like the waves rolling to the shore—rhythmically, unceasingly. This is the kind of voice that encourages sleeping in the classroom. She never raises her voice for anything—the same tone, the same clearing of the throat every third sentence. This habit makes the subject uninteresting. The whole atmosphere of the room is drowsy with the rhythm of her voice. The leaves seem to sway to and fro as she talks. The world seems to go da-da-da—da-da-da—da-da-da—. It is almost like being hypnotized.

Mannerisms may be as distracting as the voice. We may not think students are noticing; unfortunately, however, many of our idiosyncrasies are observed. Here is evidence: "He had the habit of screwing up his face in the most terrible way; we were afraid it would never get back into shape." "She would stand behind her desk as she talked and carefully rearrange the articles there." "He had the worst twitching leg I ever saw; he almost caused a riot the way he stood in front of the room and shook that leg of his." "Mr. H. reminded me of an extremely nervous cat. He would constantly walk back and forth across the room or around in a circle; it nearly drove a person crazy to watch him, especially if he sat in the front row." "As he lectured, he had the habit of sticking his pencil into the large jowl of fat under his chin." "Every time you asked him a question about English, he would look up at the ceiling, as if the answer was up there." Other teachers are described as constantly shifting weight from foot to foot, of playing with locks of hair, of teetering on the toes, of interrupting an explanation with a whistling act. Obviously, mannerisms are a source of irritation to students, and consequently cause our teaching to be less effective.

B. ATMOSPHERE

Students are sensitive to the pervading influences in the classroom. "In her room," writes one, "there was a permissive atmosphere where students could raise questions that bothered them." "I liked this teacher very much," states another, "because I feel that a quiet, relaxed atmosphere is the easiest kind in which to work, and the most work usually comes from it." Rachel observes: "My English teacher made us feel at ease; therefore, everyone could participate in class without getting all flustered." "She never preached to us," remarks another student. "She always used the pronoun 'we' instead of 'you.'" And still another

remarks: "Everyone doesn't feel as though Mr. F. is going to pounce on him any minute. He causes the student to feel relaxed and ready to learn something new and interesting. I, too, feel relaxed and ready to learn something new and interesting. I wish I could have him for all my classes." Additional comments follow:

Mr. T. watched his English class; he distributed his attention among all of us. He showed the class that he was genuinely interested in everyone. He watched for the "light of understanding."

Miss E. created the right atmosphere in her class by encouraging the students to express their ideas, to tell of themselves. She was a good conversationalist and a good listener. She gave the class her exclusive attention.

Miss A. was a student of words. She meant exactly what she said—neither more nor less. She didn't use foreign expressions; she was simple and direct. Her strength of thought made us happy to be in her presence.

Mr. H. kept us on the beam by having us work together. Sometimes he would even have the whole class talk together; he brought us all in. He never let the attention of the class sag; he never permitted anyone to doze off mentally. We were with him all of the time.

The atmosphere of the classroom was an informal one. She always managed to interject humor into the lectures and would allow debate between the pupils and herself. Her lectures were interesting and there wasn't a lag in the class period. It moved with questions, answers, and discussions. She didn't have the attitude of "we'll get through the syllabus or bust," but wanted the points understood by the class.

He never gave us the impression that there were two different worlds—one outside the classroom and one inside—with no relationship between the two. He was forever trying to show the exact relationship between what we were doing in class and real life situations.

The first step a teacher must take is to be able to make her class feel enough at ease and not to be afraid to ask questions. It seems that often all of us profit more by asking questions than by any other method known.

Some teachers can be intellectual snobs, but Mrs. W. was not. She would point out worthwhile characters in our stories and books—characters who had overcome poverty and lack of social position—and had risen to great success. Robert Burns was one of her favorites. It was a democratic atmosphere.

C. ASSIGNMENTS AND HOMEWORK

If we understand our students' concern for their assignments, we may take more care that assignments are carefully planned and painstakingly explained. We may also want to be sure that

adequate reasons for the assignment are given, and that specific details as to the nature of the work are included. Students' comments on assignments are pointed. Here are a few samples: "He always lets the students know exactly what is expected of them, and that is generally what he gets. I never have heard anyone say, 'I wonder what he meant by that,' or 'what's tomorrow's assignment?'" "One of the reasons I like this teacher is that he gives regular assignments and expects you to do everything required. Even with this, he makes no unreasonable requests—his assignments never tax an individual beyond his ability." "He outlines his work several days in advance; this is a convenience because if you know of some event that might interfere with your school work, you can plan ahead and get that assignment beforehand."

"This teacher hands our papers back soon after we hand them in so we can correct the mistakes while they are still fresh in our minds." "I guess she thought speech was important in life, for she usually talked fifty-nine minutes and left only the last minute to squeeze in the the next day's assignment." "Actually, he isn't much of a teacher; by this I mean that he gives us an assignment one day, which he never collects, and he tests us on this assignment the next day. He never takes time to explain why the English language is so hard." "When she gave an assignment, she was courteous enough to collect it, grade it, and pass it back to us." "She gives long assignments that are supposed to be finished and handed in at the end of the period; some of the kids get so far behind they never do catch up." "On the first day of school Miss S. told the class that she would never assign homework, but then she hastened to add that we would work every minute of the class period, and we did." "She explains her lesson so carefully that there is no question of what she means for us to do; she has a way of making us want to listen to what she says." Here are additional appraisals by our students:

She didn't explain one thing to us! Every night when she would give us an assignment, I would have to go home and have my brother explain it to me. It was a lucky thing that he was majoring in English at college at the time. If I didn't have any more patience and understanding of young boys and girls than she had, I certainly wouldn't teach. I think she is a poor example of a teacher.

My only complaint about Mr. A. is that he doesn't give us enough written assignments. He'll ask us to read a chapter in our textbooks, but seldom follows it up with questions on the material. This is why a lot of us just ignore similar assignments.

Her assignments are always definite, and they are given far enough in advance to give her students ample time to prepare them along with their other regularly assigned work. She is neat and seems to have complete organization of her thoughts, plans, and procedures. Almost all students appreciate organization.

The type of teacher from which a student learns most is a teacher who allows a student some class time in which to start his assignment. Also, a good teacher, in my opinion, should explain a lesson thoroughly to the class before assigning it. Good teachers should have some consideration of the other subjects that a student is taking and should try to give enough to cover the lesson completely, but not enough to make homework in other subjects impossible.

Another thing, after you slave for hours and hours on an assignment, she might take it and she might not. There were several times that I had my work done. Most of the others did, too, and she decided she didn't want to take the time to put the grades in the grade book. She calmly walked back to the basket and dropped them in. She could have waited until she was alone to do it.

Her assignments were given by the dozen. I didn't mind how many assignments she gave, but she never gave us an idea of how they were to be done. It was a hard situation.

Mrs. H. is the kind of teacher who has her assignments and class procedure well organized in advance. This helps me because I always get confused when things change around a lot. She always has her assignments copied neatly on the board so that no one can say that they don't know what they are supposed to do.

When I don't fully understand my assignment, I am not afraid to see her and have her go more into detail. This teacher is more of a friend than just someone you have to see everyday. She is patient, understanding, and cheerful.

D. PROCEDURE

Students describe teachers who use the lecture method and rarely give them an opportunity to speak. "He started talking when he entered the room," complains a junior, "and he didn't stop until the bell rang. I must say that he knew all about the subject, but he didn't know how to teach it." "He stands in front of the class," remarks Betty, "and lectures all period until everyone is asleep. He never breaks the routine by calling upon someone to talk; instead he just keeps right on doing the talking himself." One common lament is voiced in these words: "First of all, she would assign the lesson and tell us we could have the rest of the period to study. But do you think we could work? Absolutely not! She would just yak—yak."

Boys and girls express admiration for teachers who, though they allow ample time for class discussion, give complete explan-

ations of the lesson. Listen to the words of a few: "The teacher bends over backward to be sure you understand something, even if it means falling behind other teachers in the department." "He would help us up to the minute the bell would ring; he wanted to be sure we knew what we were doing." "She is always sure that everyone knows what is to be done, and how, and why." "Whenever he explained anything in class, it was amplified in such a way that few questions had to be asked. He hardly ever missed a trick; he usually thought of everything." "I can remember one time when she spent an hour and a half with me helping me to understand a lesson." "I have found that most teachers explain our lessons in detail, and many go out of their way to give us every chance to pass. If a student fails, it's usually his fault not the teacher's." "His trait was to rush the class—constantly rush, rush, rush—that's all we ever did. This hurrying made me so nervous sometimes that I didn't know what I was doing." Other testimonials follow:

The best teacher I have ever had was right here in high school. He taught English on a level that any person could understand. He was willing to tell you all you wanted to know as long as you wanted to learn. He would meet you before or after school and help you all he could. As long as you did your best and were interested in what was going on, you didn't have to worry. He gave you the chance to pass or fail. No matter how little or how much you knew about English, you knew that he had tried to teach you all he could before you got out of his class.

She was never too busy to help anyone who was having trouble with his work. I know that one day she had a lot of work to do, but she took time out to help me with my English which I couldn't understand. She explained everything so clearly that I understood it when a test came up.

He did not give us homework very often, but on the days he did, it was inhuman. He never explained the lesson to us, either. He gave only one assignment which lasted all the semester.

Boys and girls express varying opinions with regard to class discussions; most of them are in favor of free discussion, however, and recognize this teaching method as of value in stimulating thought and in helping them to see more than one side of a debatable issue. Here are some opinions with regard to class discussions: "One of my teachers has students work out the answers to their own queries because he knows that information gained through personal research will stick long in the mind of a student." "My pet peeve is to have a teacher ask a question, a few students raise their hands, and then the teacher answer

his own question. Why do we study if he's going to answer all the questions anyway?" "Mr. A. made you feel as if you were important and your opinions were worth listening to." "When a student tried to explain something to her, her answers were always short and choppy, and she never sounded as though she understood." "Sometimes I think she is like a record which can't be shut off, and that's bad." The following are added comments on class discussions:

She doesn't have an autocratic type of discipline, but rather establishes rapport in the classroom. She has learned to place herself in a position just high enough above us so that we will recognize authority, but close enough for unrestrained communication.

Hers was my favorite class, mainly because I knew it would be interesting and I would learn much. Miss S. was not afraid to leave the well-used textbook, and often she would insert her own ideas, philosophies, and sidelights. This in turn encouraged the class to do the same and a lively discussion soon followed. Students who never opened their mouths in other classes would talk with Miss S. She knew her subject through and through and was always willing to help a student who deserved help. Naturally, there were dull days, even in Miss S.'s class, but they were few and far between. She not only taught the facts better than other teachers, but encouraged liberal thinking as well.

When I am in a classroom I like to feel as if I can relax and breathe easily, not have to sit at attention every minute. Of course, I do not expect to put my feet on the chair in front of me, lie down, or not pay attention. It seemed to me that in his class we were all just one big family. For instance, if two people happened to disagree about a problem, he would let them try to work it out aloud for awhile. After he felt they had had sufficient time to do so, or could see that they were never going to be able to, he would help them out. Another trait is exemplified in Mr. Panel Discussion. This teacher feels that the most effective way of placing the material before the class is for a small group to go to the front of the room and more or less read the paper for the week. Mr. Panel Discussion fails to realize that although the people on the panel gain some knowledge from their work, the rest of the class does not accomplish anything. For the most part, the students see no reason for reading the paper, and the voices that drone on and on create a pleasant background for daydreams. Once in a while a fact will slip through a student's reverie, but often the whole period will pass without a person's having acquired any information.

Miss T. taught us to look for certain things in the play which we read and gave us criteria by which to judge the works. It was one of the most enlightening courses the school offered. We learned to work together in this dramatics course, and the teacher planned activities which were conducive to class participation. Although the activities were planned, there was no forced attention; most of it was spontaneous.

Mr. C. was always giving me extra reports to be given orally in front of the class. I was rather large for my age. I was very embarrassed to be in front of my class. From that day on I have been somewhat hesitant to speak in public.

My biggest pet peeve is a teacher who gets a student on the spot, and knows the student doesn't know the answer to a question, and still continues to pelt him with questions. I have had about five teachers who thought this was cute, and the rest of the class enjoyed it, too.

Our object was to get her talking on a certain subject; she would usually take all hour to discuss it. If, say on a certain day, a tornado hit near our city, you could lay money that the next three English periods would be used for discussion of the how, when, where, and why, and from what direction, and, of course, she could always round up a few eye witness reports. Her favorite pastime was talking.

If the student raised a question which was too complicated or embarrassing to answer in class, she would say to the class, "That is an interesting question but I am afraid we shall not have time to discuss it now; if you come in after school, perhaps we can answer it then."

Variety challenges the minds of young people. Larry says: "My English teacher lacks the ability to vary the variety in our class; after doing the same thing day after day I find my interest in English is gone." Harvey believes that his class would be more interesting if his teacher ever digressed from the text. "Day after day," he writes, "she stays unfailingly with the book—just page after page, page after page." Dora says, "All he wanted to do was outline. His class was for two hours; one week we would study nothing but history; then the next week we would study English. But it didn't make any difference what the subject was, we would get two hours of outlining which gets monotonous five days a week." Other typical student reactions are these:

She always had a variety of activities in speaking, writing, and drawing. All students were not good in all of these, but each student had a chance to stress his strongest point and to develop this talent.

She seems to know just when the students get bored with verbs and new vocabulary, for at precisely that time she comes up with an interesting story from her travels, or renews in your mind how much benefit you will receive from the study of this language and how future world peace depends upon the people of different nationalities understanding each other.

I think that I learned about as much from the extra material as I did from the book. She would give us maps, charts, booklets, and many different things to work with. Some I have kept and can refer to. This helps me to remember important things.

Mr. Bore-Me-to-Death does just that. His speaking voice and teaching manners are dull to the ears and eyes. He teaches the same thing over and over again in the same boring way, then gets mad when no one pays attention after hearing the same lesson for the tenth time. Doesn't he realize that a boring routine makes teaching ineffective?

Full-of-Experience had many "gimmicks," which, for me, made English come alive. We put on plays about the ancient Egyptians and the Pilgrims, and drew detailed murals of Elizabethan dress and architecture, and many other subjects which otherwise would have been dull and dry.

Everyone in the class was a reporter or story writer. We wrote and published a newspaper. Everyone learned his English grammar and how to use it while he enjoyed it. We wrote a play for the radio and everyone took part. We also wrote about five stage plays during the year and presented them to the rest of the school.

Whenever we had oral reports, we did something to illustrate it. Once two girls took a report on "Charleston in the 1920's" and gave a demonstration of the dance in class. Another student had a report on folk music and brought records for us to hear. At one time, when we were discussing and having reports on frontier life, Mr. D. invited the class on a snipe hunt, and we were invited to his house afterwards for a party. At the party we played frontier games which I had to plan as part of my report.

Every six weeks he would change his method of teaching. The first six weeks he had us make a notebook full of answers to questions that he had presented to us. The second six weeks he had each member in class give an oral report. The class then discussed the reports. The third six weeks we outlined the chapters we studied during this period. The fourth six weeks we were divided into groups and each presented the chapters in oral reports. The fifth six weeks we had questions and group reports. The sixth six weeks' period he had two different people report on every chapter until we had completed the book.

Her first and only love was for literature. She was always "thoughtful" with regard to homework. She took an entire semester to read *Julius Caesar*. We never missed a trick. We never wrote one theme the entire semester. Naturally I had a hard time passing rhetoric in college.

I used to sit and look at all the attractive books and pamphlets in his room and wonder why he never passed them out. They all had such interesting titles that I knew I would read them and remember what I read. Unfortunately my teacher never departed from the textbook, and I'll never know what other information was near, and yet so far.

E. TESTING AND GRADING

For many students, grades may be an incentive to work. The effectiveness of such motivation, however, may be lost

through the methods employed. We shall, in this section of the study, as in the other divisions, withhold judgment on the methods described; the decision of whether a particular technique is worthy is up to you. Here are student comments: "She would embarrass students in class by telling their grades. I don't think that is necessary. If a teacher is going to criticize a student harshly, she should do it in private." "She didn't expect her students to be perfect. Her idea was that everyone makes mistakes; the important thing is to know how to correct them, and not to make the same error again." "On our papers he always wrote words of accomplishment and encouragement; sometimes he had to look hard to find something nice to say."

"She was forever encouraging us and helping us not to be too disappointed in our grades or recitations. The only time we felt disgraced was when we knew we weren't doing our best." "In Mr. N.'s classes you are taught one thing, tested on another thing, and between the two you are graded. Very systematic, don't you think?" "Before we had a test, Mrs. J. would pass out sheets which covered the material. The tests were always typed out and ready to work with. I like this system, but I think an oral discussion, on which you can take notes, is helpful, too." "Before our tests she gave us a thorough review." "We do have several tests which are what the grade is based on, I guess. Anyone getting a 'D' or an 'F' can take the same test over and over and have the average of the grades." "Miss H. specialized in tests so hard that no one could get a good grade." "In his grading he doesn't give an inch; if you have a 93.9 average, you get a 'B' on your report card." "The tests he gave were usually short answer, and he gave them frequently enough to give us a fair chance to make a good or a passing grade." "We usually graded our test papers ourselves so that we could see our mistakes instead of waiting until we had completely forgotten what the test was about." "He made his students earn their grades, but he was always fair." "Getting a grade from her was like trying to get orange juice from a lemon." We may wish to give more thought to our evaluation procedures after we study the following critiques by our students:

I especially like her grading system. She has a book in which she writes your name and the grade you make in all of your work. Anyone can look in it to see how he compares with his classmates and what he should work on the most. Her clear-cut way of doing things lets you know exactly what you are doing.

No one ever doubted this man's honesty. He told us many times that his grade book was open to us at any time. He knew he was grading

us fairly, and that feeling just seemed to pass on to us. There were few people who doubted a grade this teacher had given them, and if they did, they went in and talked to him about it.

The students in Mr. D's classes are free to examine the grade book any time they wish in order to figure out their own grade. When the class has a test, if Mr. D. catches anyone cheating, he takes the highest grade of the two students who are cheating, and gives each of them half of that grade.

One teacher I didn't like was a person who didn't seem to trust anyone. He was the sneakiest person I ever saw. Whenever we had a test, he would always separate each of us as far as possible. While we were taking the test, he would sneak around and keep telling us we couldn't cheat because he might see us. I think this is absolutely the wrong way to go about teaching.

We always knew how we stood. After each test paper had been returned, we lined up in the back of the room with the "A's" on one end and the "F's" on the other. Believe me, it wasn't pleasant sitting waiting for your grade to be called and seeing your friends lined up ahead of you. This made all of us aware of our shortcomings which we promptly tried to correct. There was always room at the top, she said.

Miss C. had a problem somewhat similar to Miss B's. She would tell a student something was wrong but very, very few times would she say or demonstrate why. I believe she was teaching by the "let the child find his own mistake and find a way to correct it himself" method. This system may be all right for college, but definitely should not be used with high school students.

I didn't like the way he graded. He believed that half of the class was average on everything. Therefore, for his curve he took fifty per cent of the class and gave them a "C" even if their grade was as low as sixty-five per cent. The top half of the class was also cut way down. In one instance a student received a "B" on a paper with ninety-eight. I believe it is wrong to cut the "A" bracket down in order to give half of the class a "C." I don't believe half of the ones who got a "C" really deserved it. Everyone in the class thought his method of grading was unfair, and after every test there would be a big argument.

One important thing that she said was that grades don't mean everything; it is what you learn in school and not the grades. The easy way out isn't always the best way out. I think she will be the best teacher I shall ever have.

She never taught a Topsy lesson; she knew what she was doing. She gained her points by calling attention to our mistakes indirectly. She squelched no one; she embarrassed no one; no one was demoralized by her criticisms or her grades. She made us feel we could succeed.

Rule 8: *Your teaching methods may be barriers to learning rather than aids; re-evaluate and strengthen them.*

IX. INSPIRATION

"There is someone in my life who is an unsung hero. This person is an English teacher. I cannot tell you what changes were brought about in me, but I know that Mr. K.'s presence affected me greatly. If I felt dull or depressed when I entered his room, I felt new and different when I left it. If I was mixed up and confused, he made me feel confident and sure of myself.

"Maybe these things do not mean very much to some people, but to me they mean everything. Because this teacher seemed to realize that my interests and desires were important, I trusted and confided in him. I'll always remember him as understanding, and I am thankful. He is my favorite teacher."

It can be stated without exaggeration that most of the virtues as extolled by Cicero, Marcus Aurelius, Addison, and Emerson may be found in the students' many commendations of their teachers. It must be pointed out, also, that such words are usually with reference to the students' personal relations with their teachers, with the creation of their desire to learn, with patterns they wish set, with dreams they wish to attain.

Why did Jack write this: "I think that last day of school when I said good-bye to Mr. R. was the first time in my life that I really wished I could take a course over again. Never before in my school life had I enjoyed a course so thoroughly or a teacher so much." Why did Lynne say: "My English teacher is probably the best friend I shall ever have"? This study does not lead us to specific answers, of course, but we have discovered that the following teachers are able to inspire their students and earn their warm appreciation:

1. *Teachers who develop a warm interest in their students*
2. *Teachers who throw down a challenge to their students*
3. *Teachers who seek out the values and virtues of their students*
4. *Teachers who think in terms of their students' needs*
5. *Teachers who give their students the center of the stage and share their lives*
6. *Teachers who reward their students with honest praise and appreciation*

The following testimonials from student writing will help to bear out this analysis of human relations principles:

A. TEACHERS WHO DEVELOP A WARM INTEREST IN THEIR STUDENTS

My teacher in the fifth grade had such an understanding of children and a genuine and sincere liking for them that I always will admire

her. Because of her patience and originality, school work was fun. She won the trust and affection of every young person in the class. Many times when we had difficulty with our school work, we always went to her, for we knew she would take the time to help us willingly.

His main asset was that of liking and understanding people. This could be noticed in almost everything he did. He gave all a chance to express themselves, and was willing to accept the fact that what they were saying might be just as important or more so than what he had to say. Through his faith in today's teen-agers, he has given us confidence in ourselves.

Another thing I admired about her was that she would always help you. More than once I had to go in during school to get help, and always when I went in, she was busy doing something. In lieu of sending me away with the excuse that she was busy, she would put her work aside and help me.

She didn't just teach the class as a whole class; instead, she taught each person as an individual. She took all of the time she could each day on every child in her room. She could teach a thing in a way that almost anyone could understand it if they wanted to. I liked her so much that I enjoyed going to school.

He was a man that you could go to with difficult problems that you were having trouble solving by yourself. He was willing to take time to sit down and talk things over with you. Mr. X. is the first person that I have ever come in contact with who would talk to you.

To me, a good teacher who is genuinely interested in the welfare of his students is far more valuable and profitable than all the books that ever rolled off a press.

This woman devoted her life to young people, both teaching them and counseling them. She encouraged each student to cultivate his own interests and talents. Above all, I remember her ability to appreciate beauty. She loved art, music, and poetry; she tried to convey some of this feeling to each student. She always had a quotation or poetic phrase to fit every situation. Being very religious, she often quoted from the Bible.

She was inspiration to all she taught. By giving individual aid and encouragement, she made each person believe that with study and consecration, he too could become a scholar. She believed in self-improvement and hard work. To improve herself, she attended colleges and workshops.

This one teacher has made her work more than just a job which begins at 7:45 in the morning and ends with the bell that releases detention hall. This person is a teacher from tip to toe, from dawn until dusk, from conception until death. Teaching is life itself to her; and, in order to do a correct job, she teaches English with a humor which never loses its dignity. Like a skillful chef she molds the lives of her students, seasoning them in the ways of life and helping them to meet problems. Sometimes she must disguise herself in order to reach some of the lost sheep. She may show admiration at a little piece of writing that everyone else would laugh at. She sees the soul in labor

and the value in the hopes of her students. She may become a rock of security to which a lost child with a poor background may turn. She is a mother to all who pass beneath her wing.

B. TEACHERS WHO THROW DOWN A CHALLENGE TO THEIR STUDENTS

She thought so much of schooling and schools that she inspired many of her students to become teachers even as she had challenged her son and daughter who followed her in the footpaths of the teaching profession.

Many of her students became a success for only one reason—she had predicted their success, and they couldn't let her down.

In my case, Miss W. always encouraged me and expected me to do good work on everything that I handed in to her. As a result, I worked especially hard to please her and make her proud of me. I was ashamed when I handed in poor work because I knew that she would be disappointed in me. If I did a good job on some assignment, she never failed to tell me so.

In junior high school I had a teacher named Mr. T. Even though I was not much of a student and had never had a job around school before, he put me in charge of the school's visual aid equipment, and I took care of his attendance records every day. I liked Mr. T. because he made me feel how important it is to be a trustworthy and responsible person.

As a result of Miss M.'s teaching, I developed diligence and good study habits which I like to think I maintain even to this time. When I hand in written work, especially in English class, I usually wonder what she would think of it if she could read it. Some times I'm glad that she can't do so. I've always striven to keep my grades high so that when I see her I can give her a good report.

My English teacher, Miss Look-It-Up or Find-It-Out, always makes me want to learn more about whatever I happen to be studying at the time, because she often ends a discussion with a remark such as "I'm not sure about the answer to your question, but here is a reference book which will probably help you." And even if the book doesn't answer that question, there's a good chance that it answers others, or raises still more in my mind. There is a definite psychological advantage in wanting to learn, rather than in being forced.

Miss R. would offer at times pieces of philosophy which would always induce me to think about things upon which I had never bothered to concentrate.

He encourages us to become better acquainted with the library and the sources of information it contains. He gives us maps, work sheets, and "challengers" where we have to use almanacs, encyclopedias, atlases and current magazines. This familiarizes us with these important sources. We also read many books and make reports. This teaches us not to copy out of encyclopedias to get our information, but to use better and more complete sources. This has not only helped me in high school, but I think it will help me in college, also.

During the year I disliked her because I thought she expected too much from us and was unfair. The assignments were usually a little harder than you would expect. But when the year ended I realized that she had been setting forth a challenge. It was up to us, and our work could make us or break us.

My greatest lesson from her was not to be satisfied when the job was half done, but to challenge myself to see how much more I could accomplish.

C. TEACHERS WHO SEEK OUT THE VALUES AND VIRTUES OF THEIR STUDENTS

Miss G. always had the habit of finding some good in everything we wrote. I know I made plenty of mistakes, but she was always able to find one virtue. I profited more from knowing what I did right than trying to figure out what all the red marks were for that other teachers put on my papers.

This teacher, whom I shall call Mr. Brown, has the belief that everyone in the class is important and that any contribution, whether large or small, by any of the students is worthy of consideration. This belief is very good because it teaches us one of the basic principles of our democratic way of life. As I aspire to be a teacher myself, Mr. Brown served as an excellent example and inspiration.

No fear existed in the classroom. There was nothing but good feeling. No one felt "dumb" when he or she didn't understand, and Miss X. was prompt to explain, never making the student feel inferior.

He gave me a feeling of self-confidence which has remained with me to this day. I look back to the day when I was nervous and afraid to talk in class. Mr. X., using himself as an example, taught me to ignore my self-consciousness and to look for self-confidence.

Miss G. understood each and every one of her students. Just talking to her made you feel important. Even after school is over with I shall always remember her friendly ways and attitude. There will never be another Miss G.

He tries to discover one's capabilities so that he may help the individual in the best way that he can, not only in the classroom but also outside. Frequently, he gives words of encouragement, which any person would appreciate, because he is known to be sincere and honest.

Miss R. did not waste time in wheedling along students who neither cared nor tried. But she gave everyone an equal chance, and if a student showed a willingness to learn, Miss R. would encourage the student and give him outside projects to do.

D. TEACHERS WHO THINK IN TERMS OF THEIR STUDENTS' NEEDS

Those early years are often called the formative years; for me they were just that. I idealized that lovely teacher, and I always felt she could do me no wrong. I wanted to grow up and be a teacher just

like her. She was so interested in each of us; she cared what happened to each of us; and she listened by the hour to tiny tots' ideals and ambitions, many of which were so far-fetched or funny it must have been difficult for her to maintain her composure.

Surely she was intelligent, but there was something more in this great woman. She had human understanding. She realized that growing up wasn't always easy, so in her way she helped everyone she could to grow up easier—even if she just made a "dumb" boy come out with a right answer, helped someone with an English assignment, or if she merely was nice to you and talked as an equal and not as scraggly little kids. She has helped hundreds of kids become better citizens.

The first day of school in my ninth grade year my English teacher rubbed me the wrong way. He began his introduction to us by telling us how wonderful he thought he was. He was a big man and thought that he was extremely funny. I happened to be in a slow class and it took us all of one year to learn about nouns and verbs. I asked him to give me some extra work so that I wouldn't be behind in grammar when I got to high school. He just laughed and said that I didn't know a good thing when I had it. I became angry with him because he had made fun of my desire to learn.

In junior high I changed schools, and I was terrified at leaving my friends and teachers. One of my teachers talked to me about the new school. She told me she thought I would like it and that it wouldn't be too different. I really felt better about leaving after our talk. I think it is wonderful when a teacher can take time to talk to his pupils on a personal basis. It adds something to the relationship between the two, and it encourages the student to work harder.

Miss A. can tell when you are bothered by a problem and will help you solve that problem. She will even come to you and do more than would ever be expected of her to help. She has confidence in you, and she lets you know that she does.

When I have problems, I do not hesitate to take them to him. I know that he is the one teacher that understands. He not only takes time to help me with my problems, but he helps my other fellow classmates as well.

E. TEACHERS WHO GIVE THEIR STUDENTS THE CENTER OF THE STAGE AND SHARE THEIR LIVES

Another teacher who has won my respect and liking was Miss B. I met upon my arrival at high school, and she has remained one of my dearest friends ever since. She has encouraged me to go into teaching; she has given me someone to confide in. When I was confronted with the loss of a scholarship for which I had devoutly wished, it was she to whom I went to talk and gain advice. In my three years in high school I have never come away from a talk with her without feeling refreshed.

Miss A. was the first teacher, I believe, for whom I had any special regard. My respect and liking for her came from her unbounding

friendliness and desire to help me. She was an English teacher in junior high school, and one seldom entered her room without receiving a special greeting from her. She was the first teacher to inquire with true interest about my plans for the future. With her began my desire to go to a small, friendly college rather than a large one, for she expressed the belief that I might like it better. I feel that her retirement was a loss to the teaching profession.

In my sophomore year I had a teacher who took a personal interest in my future; she was my English teacher. I have always wanted to go into nursing, but I have never thought that I had the aptitude for it. Her encouragement gave me the incentive to work harder than ever in my school work in order that I might succeed in nurse's training.

She helped me with many of my problems and we often had long talks together. She told me of her home life and I did the same. I think this helped us to understand each other even more. She often tried to help me find a career for myself when I graduated, and I really appreciated this very much. She gave me a lot of information on secretarial work and on other types of jobs.

A friendship with a teacher who is helpful and interesting makes school a better place and makes studying easier and more interesting.

Pupils always feel free to go to understanding teachers with school or personal troubles. They know they will be treated as adults and will also find help from these sources; these good examples present a challenge to young people and act as inspirations. Superb teachers are never too busy to talk to anyone.

She went out of her way to help us with our problems, and she always encouraged us to do better. She identified herself with us. But I think what helped us most was her love for us; yes, for out of love comes goodness, kindness, faith, and understanding—all attributes a teacher should have. I believe most sincerely that it takes love to get these qualities. If you don't agree with me, read I Corinthians 13:13.

F. TEACHERS WHO REWARD THEIR STUDENTS WITH HONEST PRAISE AND APPRECIATION

She had a talent for making even the dullest student feel he was succeeding. She seemed to understand instantly why a student would answer a question a certain way. One time a rather poor student gave what we thought was a ridiculous answer to a question, and the whole class laughed. The student, of course, was embarrassed; but our teacher, instead of laughing, pointed out the logic in the student's answer and made it seem plausible. Not until he had done this did he show how the answer could be improved.

When she would praise you, it would make you feel like someone important.

She was so pleasant and tactful with everyone that it made me and the others want to try extra hard just to please her and make her know how we appreciated her attitude and her help.

A person was given extra credit for participating in a panel or round table discussion in front of the class. All participation was voluntary, and she always managed to compliment the participants on the fine job they had done in front of the class.

I like for a teacher to compliment you once in a while on some papers so you will be encouraged to do your best next time.

Her nicest virtue is her tremendous appreciation for any extra work done. The other day one of the members of the class brought in a notebook that she had been working on for a long time. Our teacher was surprised and excited because the student had done this. Because she was so appreciative, it gave the rest of the class an incentive also to do some sort of extra credit work.

The students gave full co-operation to make every performance better than the last one because she was wonderfully free with her praise when it was deserved.

My English teacher's psychology was superb. When he was correcting our papers, he would always write a word of praise. Maybe it was some unusually good idea we happened to have; perhaps it was a fortunate way we found to express it. After reading his comments, we were more in a mood to profit from our mistakes.

We were no great shakes as public speakers, I least of all. But we found every time we had a speech exercise that our teacher was right there encouraging us. His comments went as follows: "Fine, Sam!" "Grand, Susan!" "You did much better today, Margaret!" "You displayed real courage, Henry!" Such praise built our self confidence and kept us going.

Rule 9: To inspire your students, let them perceive your genuine interest in them and in their welfare.

The teacher who has read the rules in *Teachers as Students See Them* may think that impossible ideals are set forth. The Committee on Human Relations in the Teaching of English does not believe the rules are impossible. Read them again and you may want to make some significant changes in yourself as a teacher.

Rule 1: *For your own good, and the good of your students—be fair.*

Rule 2: *Resist the urge to talk about yourself unless you are talking in terms of your students' interests.*

Rule 3: *Remember that sincere good humor will often save the day.*

Rule 4: *A well conducted class will be an orderly one; set your house in order.*

Rule 5: *To deliver knowledge, understand your students.*

Rule 6: *Dress neatly and attractively—that will please your students.*

Rule 7: *Have a burning desire to teach the subject you know thoroughly.*

Rule 8: *Your teaching methods may be barriers to learning rather than aids; re-evaluate and strengthen them.*

Rule 9: *To inspire your students, let them perceive your genuine interest in them and in their welfare.*

